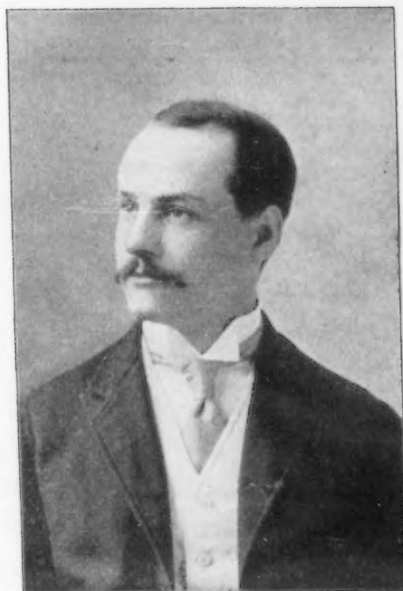


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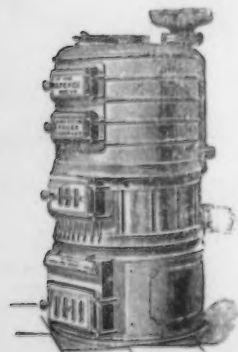
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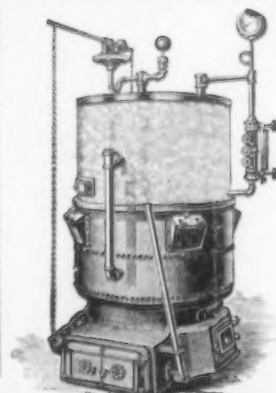
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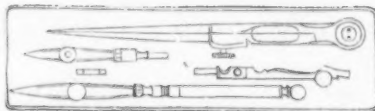
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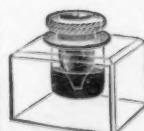
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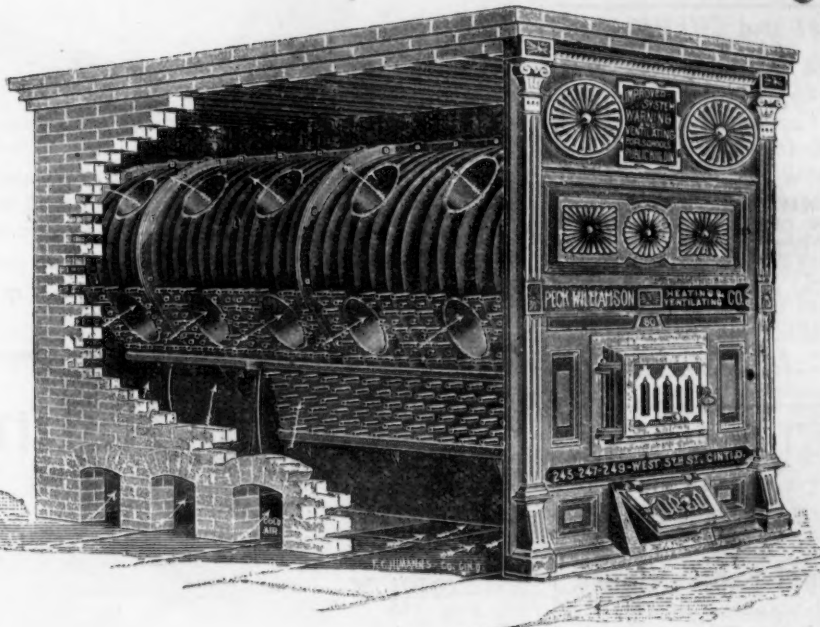
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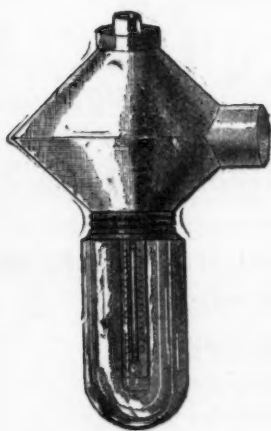


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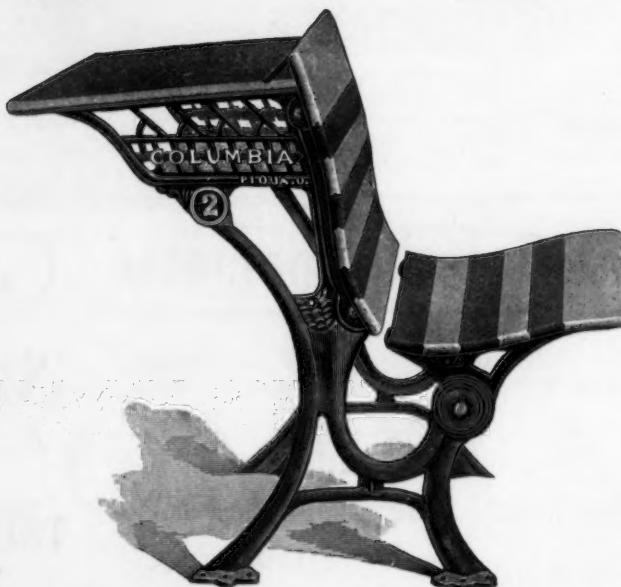
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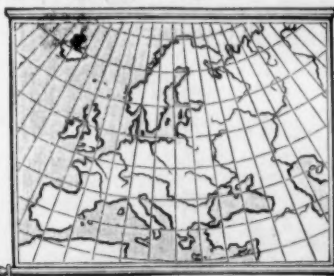
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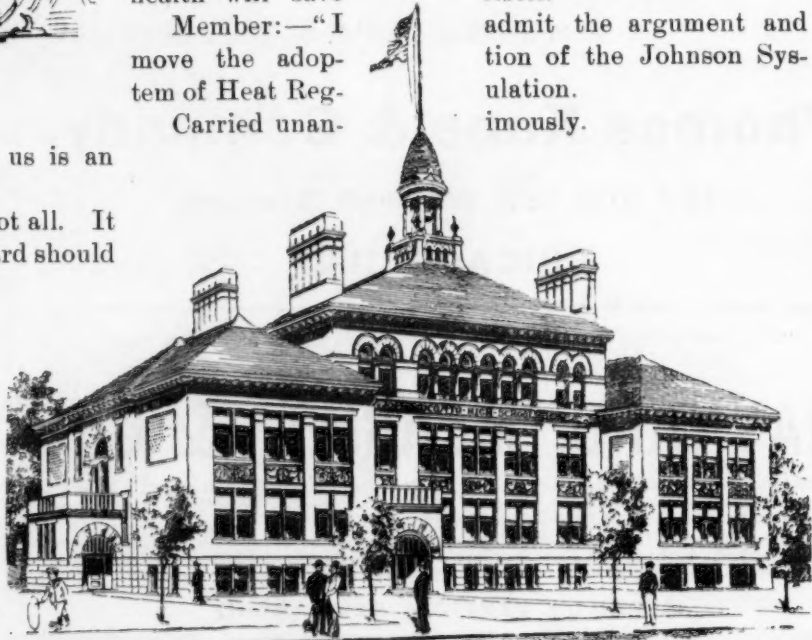
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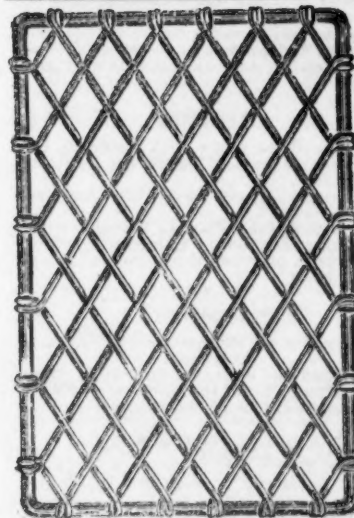
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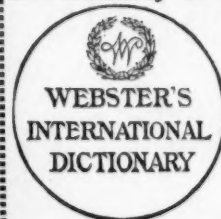
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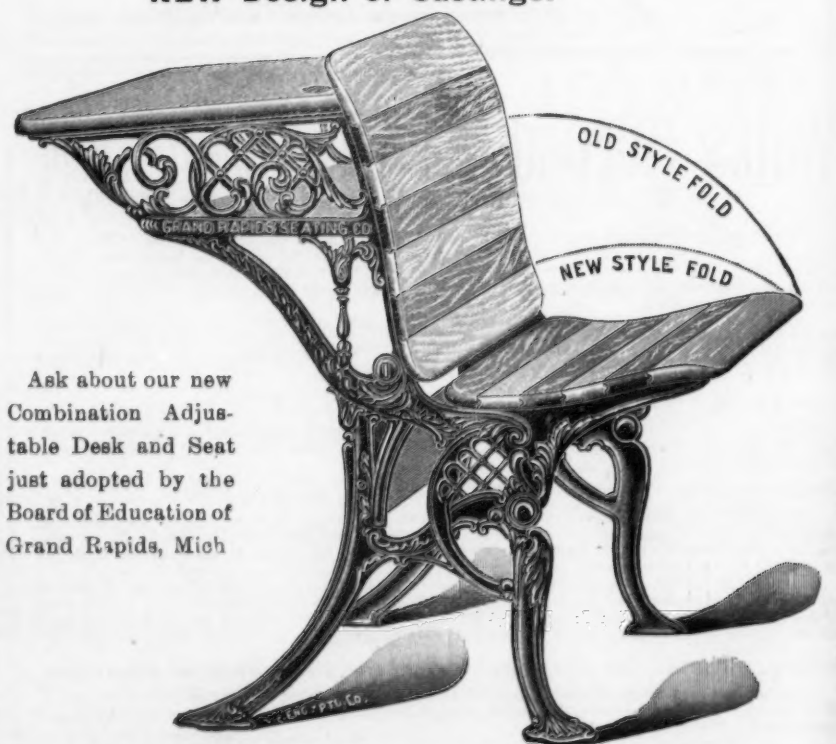
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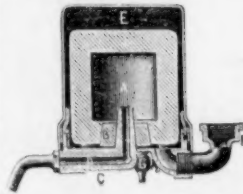
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A. V. Boylan represents the Eighth District in the school board. He has, by



A. V. BOYLAN.

reason of ill health, been prevented during the past year from giving such close attention to school matters as otherwise would. During his term, however, he has had some very weighty questions to determine, bearing upon his own district, and he displayed cool judgment and sound reasoning. His appointments have been wise and strictly in the interest of the school system.



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ALFRED OBERNDORFER.

leader, has however, now arranged it for orchestral parts, owing to the exceptional merits of the work. The boy displayed a natural aptitude for music at an early age and more particularly for composition. His abilities have enlisted the interest of men who stand high in the art of music and his future is promising. Young Oberndorfer has composed a number of pretty pieces, including waltzes, songs, charols, sonatas, etc.

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A reporter for this Journal called upon Dr. H. T. Stanley, at his parlors at 519 Grand avenue to interview him regarding the wonderful power with which he is gifted. The reporter was received with a modest cordiality by the man who is gifted with a power that enables him to locate in the afflicted the base of the most dangerous diseases without asking any questions whatever, and who claims to effect a positive cure by his

wonderful gifts of clairvoyance and magnetic influences—asked if he could explain the existence of these marvelous gifts, the professor replied:

"I can give no explanation whatever. When but three years old it was discovered that I possessed this peculiar gift. By accident I discovered that while in a clairvoyant state I could locate dangerous diseases in the sick, and many times I have been enabled to save the lives of patients who had been given up by the regular physicians. I am a physician, but do not practice medicine. I exercise my peculiar powers mostly in healing the sick. My magnetic treatments are simply wonderful. I cannot explain just how it is done, but the result of the treatments are always successful. My magnetic and clairvoyant powers have brought me patients from among the noted men of the country."

"What does your treatment consist of?"

"My treatment, as I said before, consists of rubbing the affected parts, applying the magnetism, which I possess, and my being a clairvoyant, enables me to immediately and surely locate the disease. I have taken rheumatism in its worst forms and of long standing and affected cures. Yes, rheumatism is almost a specialty, and I challenge the production of a case I cannot cure in less time than by any other mode of treatment. While I am not a fortune teller I can give some valuable advice to those about to engage in important business or private matters. I do not think that anyone can foretell the future, as fortune tellers claim to do, but I have often been able to correctly foretell the outcome of great transactions. My profession is a hard one, and I often wish I did not possess the powers with which I am gifted, but when I enter the sick room of a patient who has been pronounced beyond human aid, then it is that I feel a keen sense of satisfaction of my ability to give the patient a new lease of life."

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Henry J. Rathke is the American athletic hero, who fourteen years ago took the prizes, the first in wrestling and the thirteenth in general gymnastics at the International Turnfest, held at Frankfurt on the Main, Germany. It is therefore, as an athlete, that his name first became widely known. He was soon after made an honorary member of the Milwaukee Athletic Society.

He is a native of Milwaukee, born Sept. 26th, 1856, and of German parentage. After attending the public schools he was apprenticed to learn a trade. His inclination for athletics, however, changed



HENRY J. RATHKE.

his career and after one year of study he graduated with honors from the American Turn Teachers' Seminary. He acted in the capacity of an instructor for the Gymnastic Association of the North Side of this city for more than five years.

After a business course at Spencer's college, he turned his attention to commercial lines, being engaged for eight years in the lumber business in Wittenberg, Shawano County, Wisconsin. His untiring energy soon gained for him a good reputation as a business man. While in this portion of the state he also filled positions of public trust with care and fidelity. His connection with school matters there dates back six years; when he became the treasurer of the village school board. Two years after his return to Milwaukee he was appointed a member of the Milwaukee school board, as commissioner from the Tenth Ward, which position he has filled with credit to himself and his constituency.

Being a man of excellent judgment and with an experience as an instructor, he is familiar with the requirements of a progressive school system. It is natural with Mr. Rathke's past experience that he should be an ardent advocate of physical culture in the public schools.

He began his career in the insurance business while still in the northern part of the state as local agent for the Union

Central Life Insurance Co., of Cincinnati. He is now the general agent for Wisconsin of the above named company, with offices at rooms 1 and 2, No. 1 Grand avenue. The Union Central ranks as one of the best in the United States. It realizes the highest interest rate, has the lowest death rate of any, and occupies a central position among the regular life insurance companies, and is therefore essentially a safe one to insure in. Mr. Rathke's popularity, together with his integrity of character and honorable methods have made his work successful.

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JOHN SCHMIDT, 1030 Greenfield Ave.
DR. GEE WO CHAN'S OFFICE, 134 Grand Avenue, Milwaukee, Wis.

MILWAUKEE, Dec. 2, 1894.

To Whom It May Concern: This is to certify that Dr. Gee Wo Chan has, against all expectations, cured my mother of liver disease and general debility, standing for about fifteen years. Doctors, both in this and the old country, have tried to cure her, but in vain. She always complained of a continuous headache and lay in bed for a whole year in intense pain, being too weak most of the time to move any part of the body. Her stomach refused to take up any kind of food, sometimes for two days. Thus given up to die, as a last resort we tried Dr. Gee Wo Chan's herbs. From that time on she improved, and after three months' treatment was enabled to leave the bed. I gladly and heartily recommend Dr. Gee Wo Chan to all sufferers of any disease.

A. P. TREUTLEIN,

373 Fourth St., Milwaukee, Wis.

MILWAUKEE, Wis., Nov. 25, 1894.

This is to certify that on the third day of November I began treatment with Dr. Gee Wo Chan for general debility, and I have improved wonderfully since I began to take his medicine, and I heartily recommend him to others. Yours with respect,
J. P. BERGER, 74 Biddle St.

This is to certify that I was cured by Dr. Gee Wo Chan, of throat trouble for eighteen months, could not speak for six weeks, dry catarrh and first stage of consumption. In three weeks' treatment after other doctors had given me up as helpless, which I myself believe I was too far gone to be cured, and the way I suffered I often wished I would die for I could hardly breathe, and I recommend others who may suffer the same as I did, to go and see Dr. Gee Wo Chan or come to my house and see myself.
L. FRILLOS, 498 Twenty-ninth St.

To the Suffering Public: This is to certify that my boy, seven years old, has been sick since July with paralysis in his arm, which rendered it immovable, and suffered great pain. Dr. Gee Wo Chan cured him in two weeks' treatment, and I recommend all those that are sick to call on him and get cured; which I sent several of my friends and they were also cured.
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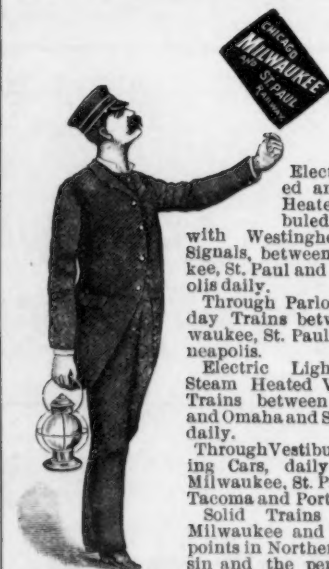
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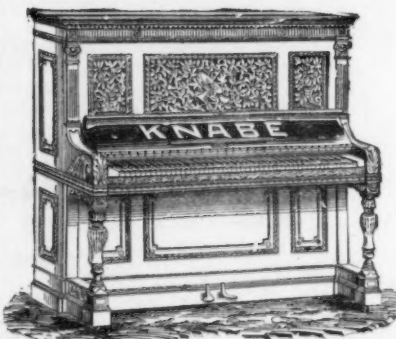
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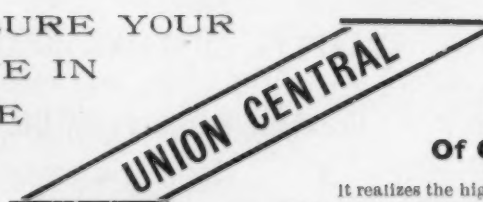
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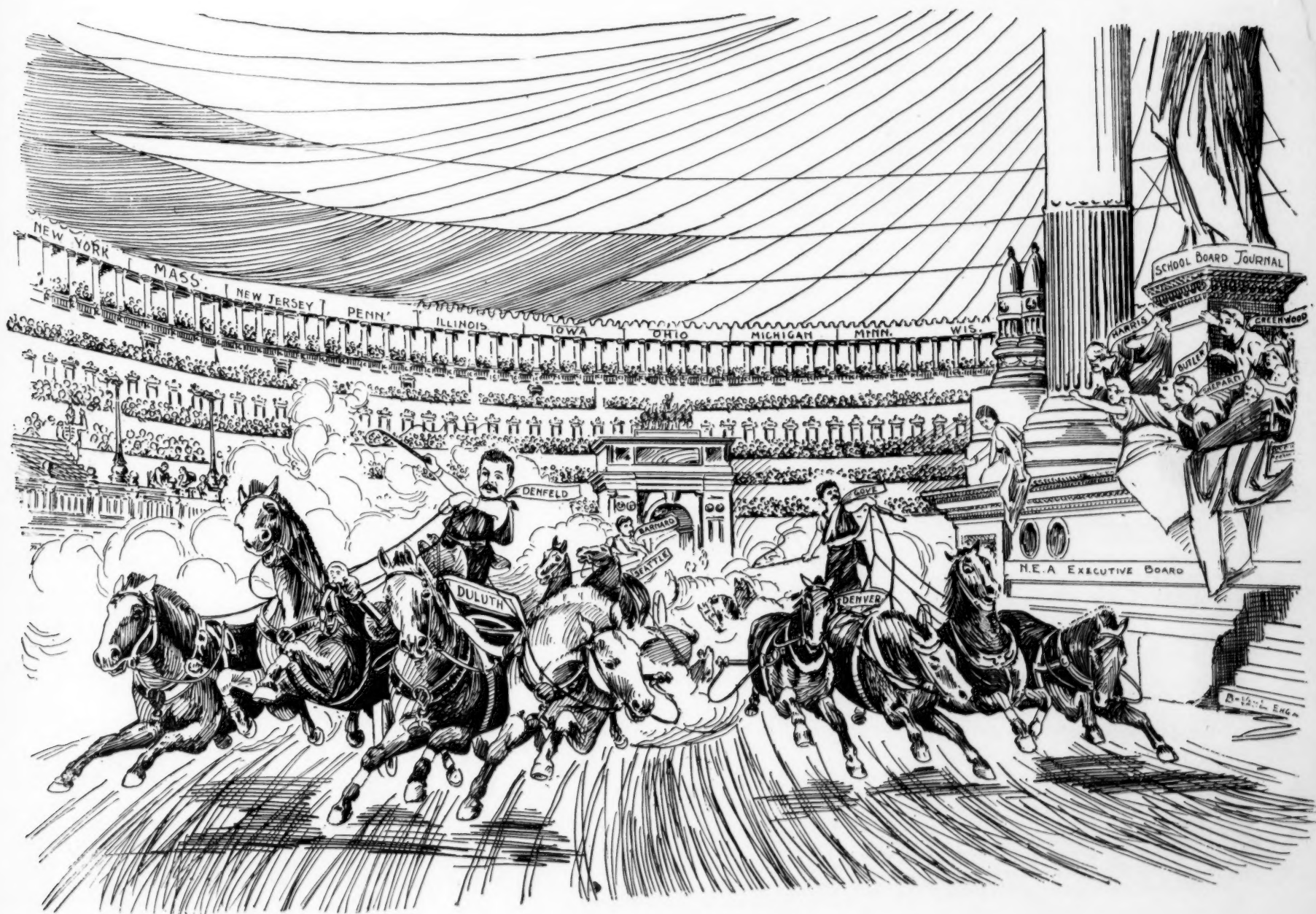
We Report the Important Transactions of every School Board in the United States and Canada.

VOL. IX.

MILWAUKEE, DECEMBER, 1894.

No. 12.

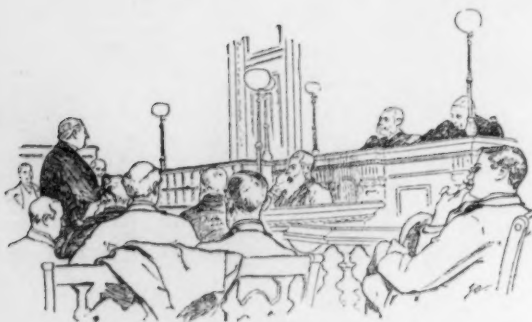
THE GREAT N. E. A. CHARIOT RACE.



DENVER HAS THE INSIDE TRACK AND WINS.

The cities of Denver, Duluth and Seattle contesting for the meeting of the National Educational Association for '95.

Denver wins and will get the Convention.



LAW FOR SCHOOL BOARDS.

Incorporation of Schools and School Districts.

The general act for the incorporation of cities in South Dakota provides that any city now existing under a special charter may become incorporated under this act by the vote of the people. Laws 1891 (general school law) provides that all cities incorporated under the general act shall be governed by the provisions of this act, and that any city or village existing under a special act, "either for civil government or educational purposes may at any time adopt the provisions of this act by a majority vote of electors." Held, that a city originally incorporated by special act, having a school board existing by a separate special act that adopts the general act of 1890, also thereby adopts the act of 1891 for the government of its schools, without a separate vote on that question, though the repealing clause of the latter act excepts from its operation all special acts passed prior to 1890.—State vs. Power.

School Officers and Agents.

In the suit to prevent a violation of a grant of school lands, brought in the name of the state without authority of the board of education, in which the county also joins as complainant, after a compromise between the county and defendants, founded on a valuable consideration, and a dismissal thereupon of the suit on the part of the county, no subsequent ratification by the board could operate against defendants to sustain a suit.—State of Missouri vs. Luce.

Under revised statutes making it the duty of the state board of education to institute suits in the name of the state to prevent violations of a grant of school lands, and to employ an attorney to prosecute such suits, an attorney appointed by the board can not maintain a suit for such purpose without the direction of the board and failure of the board to disaffirm the bringing of a suit by the attorney does not amount to a ratification.—State of Missouri vs. Luce.

Contracts for School Buildings.

Where an advertisement for bids for the erection of a public school states that the board reserves the right to reject all bids, one making the lowest bid has no right of action against the board, where the bid is rejected and the contract given to another though it be the rule of the board that the contracts should be let to the lowest bidder.—Anderson vs. School Board, Missouri.

Teachers' Certificates.

Laws 1890, as amended by laws 1891, provides that no person shall be employed or permitted to teach in any of the public schools of the state who is not the holder of a lawful certificate of qualification or permit to teach. Any contract made in violation of this section shall be void. Held, that where a teacher is employed who does not hold a certificate the subsequent procurement of such certificate does not render the contract of employment valid and entitle such person to sue thereon for a breach thereof.—Hosmer vs. Sheldon School District, North Dakota.

Sending Pupils to Another District.

Under revised statutes authorizing the board of education of one district to contract for the admission of resident pupils to the schools of another district upon such terms as may be agreed upon; such board is not liable for pupils attending school in another without an express agreement therefor. Board of Education vs. Board of Education, Ohio.

A SCHOOL BOARD CONVENTION.

A SUCCESSFUL MOVEMENT TO BRING MEMBERS OF
BOARDS OF EDUCATION TOGETHER.

The great importance of bringing members of boards of education from various cities and localities together in convention, for the purpose of discussing the vital questions which enter into practical school management, has been duly recognized in the state of Illinois. Such a convention was held and a permanent organization effected. The example set will certainly find emulation in other states. The papers read were thoughtful and valuable and the discussions lively and productive of good results.

When the Northern Illinois Educational Association made the necessary preparation for its usual semi-annual meeting it was deemed advisable to take some steps to inaugurate, if possible, a movement leading towards the organization of a school board section. The matter was intrusted to Mr. Wm. S. Mack of the Aurora Board of Education. He set about at once to inform school board members throughout the state of the proposed movement and invited their attendance. The responses received at once proved promising, and when the convention opened at the high school building at Aurora on Oct. 26th, it was found that many members of school boards were thoroughly imbued with the importance of such an organization.

Among those present were Jesse A. Baldwin, Esq., of Oak Park; Alfred Cook, Plano; Dr. Chas. E. Cook, Mendota; Phil. Struber, Naperville; Fred G. Hill, Yorkville; Chas. B. Stivers, Downer's Grove; G. L. Vance, Joliet; Jas. O. McClellan, Batavia; W. T. Boston, Yorkville; H. G. Shumway, Batavia; Miss F. LeBarron, Elgin; Mrs. F. W. Parker, Chicago; Hon. John W. Cook, Normal; Miss Annie Strong, Naperville; H. C. Judson, P. C. Simmons, West Aurora; W. E. Holmes, Wm. S. Mack, Peter Klein, John Kelly, W. S. Beaupre, John Meredith, East Aurora; Lee Mighell, West Aurora; Mrs. Lillie B. Hollenbeck, Elgin; Wm. G. Bruce, Milwaukee, Wis.; Col. F. W. Parker, Pres. Cook Co. Normal School; Supt. O. T. Bright, Cook Co.; F. E. Marsh, Frank E. Brayton, Joliet; State Supt. Raab, and many others.

The meeting was called to order by Wm. S. Mack, who was made the permanent chairman. Mr. G. L. Vance, of Joliet, was chosen secretary.

After the organization was effected Mr. Mack delivered the opening address, which was, in substance, as follows:

WM. S. MACK'S ADDRESS.

Less than two months ago a member of the Executive Committee of the Northern Illinois Teachers' Association informed me that the Committee had under consideration the organization of a section for members of boards of education. I was startled by the originality of the suggestion, never having heard a conference of this nature even remotely discussed during an experience of twenty years in public school work. Then followed a quick perception of the possible advantages the schools would derive from a free discussion of various topics, which quickly came to my mind, by those charged directly by the people with the administration of school affairs.

Innocently, and unsuspectingly, I showed my interest, I suppose, in the proposed innovation, and possibly in the conversation which followed, manifested some enthusiasm. Not quite a month afterward I was informed by the committee that a section for Boards of Education would be made a new feature of the Northern Illinois Teachers' Association; that I had been selected to organize it, and that as a reward for this service, I should be allowed to preside at the Conference. I saw I had been trapped, and set about to release myself in the easiest way, namely—by ascertaining the wishes of those who had betrayed me, and conforming to them.

It is plainly evident in the correspondence that followed that superintendents and principals look upon this movement as a most important one in view of the possible effect it may have upon the future administration of the schools, awakening as such Conferences must in time, a greater interest in, and leading to a better understanding of, the conditions most favorable to the vital work of the schools—the proper training and education of the children and youth of a community. The public schools of this, or any other state, are not likely to be much better until the members

WM. S. MACK,
Chairman of the School Board Convention.

of our boards of education show a stronger desire than is manifest at present to look beyond the mere material and business functions of their office, into the nature, the purpose, the methods, and the spirit of the teachers' work, which all the acts of a board should invariably contemplate and conserve.

Our school boards are, for the most part, composed of busy people (excepting, of course, the women). If such were not the case, friends of the schools would, I fear, have good cause for solicitude. Men and women of much leisure do not as a rule make the best members of school boards. They are usually retired ministers, farmers, or capitalists, or perchance, over-strong-minded women, to whom domestic occupation is irksome, and who have come to regard their duty to humanity as paramount to their duty to the family. Such people, with occasional exceptions, are meddlesome, hypercritical and unsympathetic, and withal a terror to superintendents and teachers. Go to a busy person if you want help, or want to have anything well done.

Again, members of school boards are not paid officers. Why there should be more philanthropy required to manage the educational affairs of a community than is required to manage its municipal affairs, I never could quite understand, nor do I ever remember to have seen an explanation of this apparent inconsistency offered by any legislator. If it had occurred to the members receiving this notice, which was hardly to be expected, that it would be proper for boards to send one or more delegates to this Conference at the expense of the district, the attendance to-day would undoubtedly be much larger. But would any board dare to appropriate public money for such a purpose? Would it be an illegal use of school funds because unprecedented? Could it be defended as a means of promoting the public interests by giving us better schools? These are questions which we may find it profitable to discuss before adjournment.

If a school house is to be built, if a new system of heating and ventilation is to be put in; if furniture is to be purchased, a board does not hesitate to send out its proper committee to get information that it may be guided by the best experience of others in constructing and equipping its own building. Nor does the board hesitate to pay the expenses incident to such investigation. But do we not need, as school officers, much more than all this, information relating to certain other matters, without which the best constructed and the best furnished school house ever

(Continued on Page 3.)

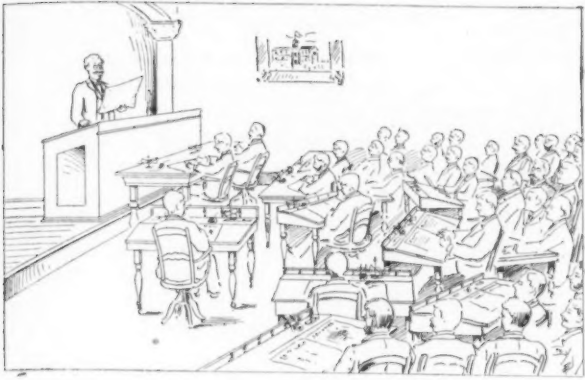
**At the School Board Office.**

Secretary:—Now, then, I have recorded your experience as a teacher, etc. What age please?

Teacher (applicant):—Eighteen years.

Secretary:—Very well. But you are credited with ten years experience as a teacher—Will I reduce the experience or raise the age?

Teacher:—Reduce my experience.



The School Board Convention. Chairman Mack delivering his address.

A SCHOOL BOARD CONVENTION.

(Continued from Page 2.)

planned, is but a monument to man's conceit and folly? It may be well to remind ourselves that education—the development of power, and its application to altruistic ends—does not begin or end in the school room, and further, that it is a process to which the school house is not necessarily indispensable.

It is not my purpose to consume, at length, time which rightfully belongs to you, nor to anticipate what may be said in the discussion of the topics on the printed program. There is, however, one subject suggested, which appeals to me strongly, and which will bear more, and needs more discussion, if schools are in the fullest sense to educate your children and mine, than all the others taken together. This is my excuse for begging your indulgence a moment longer. I allude to the board's obligation to the pupil.

The public school, as an institution of the State, exists for the pupil, the child, and for him only. The child had no voice in its creation, nor has he any voice in its conduct. It is his institution nevertheless. It is held in trust by the State, by its authorized agents for him. This implies that the child in the State has certain rights, and that, because he is a child, he must be guaranteed these rights through the legally qualified agents of the State, as provided by law. These agents are local boards of education, either elected or appointed. But what are some of the rights which boards should guarantee to the pupil in its school?

1. The child has a right to pleasant and healthful surroundings while in school, has a right to demand that his moral, his aesthetic, and his physical nature be considered and administered to in the furnishing, in the decoration, in the lighting, and in the heating and ventilation of the school room. If compelled to sit in a seat too high, or too low, to read and write with insufficient light, or with the light coming into the room from the wrong side; to face glaring white walls, unadorned by pictures, statuary or bric-a-brac of any kind; to breathe the same air over and over again, and to work with the temperature fifty degrees one hour and seventy degrees the next, he is certainly an innocent victim to the penuriousness or indifference of the school board, with no means of redress.

2. The child has a right to a good play-ground, provided with all the necessary appliances for the most healthful and least dangerous of out-of-door games, where under proper regulations, he can be turned loose once during each session for fifteen or twenty minutes to reduce his surplus of animal spirits; to get rid of that feeling of ugliness, which perhaps an unsympathetic teacher has aroused, and to fill his lungs with pure air to neutralize the effects of the vitiated kind he is probably compelled to breathe in the school room. Yes, the child is entitled to a play-ground. Not one covered with cinders and gravel, strewn with broken glass and tin cans, dangerous to body and destructive to clothing, but a clean, well kept stretch of packed earth and greensward.

3. The child has a right to the best text books. But their variety and multiplicity in these days, the purely selfish motives which have prompted the publication of many, some being simply attractive in binding, typography and illustrations, catchy, conforming in matter and arrangement, imperfectly, or not at all, to approved pedagogy and the laws of child development; the methods of publishers and agents, when competing for introductions; and the tendency of many boards to ignore their professional advisors in the selection of books, has made the adoption of good text books, to a great extent, a matter of mere chance. As a result, the child is cheated, his progress is hindered, and, what is most deplorable, his ideals are lowered, and his mind fed with error instead of truth.

4. The child has a right to the best reference books and appliances. A school without these is only half a school. To develop in the child the power and the desire to investigate by reading and experiment, and then furnish him nothing on which to exercise this power, and with which to gratify this desire, is like sending the same child hungry, but with his digestive organs unimpaired to

a bare table or an empty pantry. Mere text book instruction is barren of permanent results, except as it furnishes the key to unlock the treasures of history, literature, science, and art. The child should not only be given the key during his school life, but should be shown where the treasures are and how to make them his.

5. Above all things the child has the right to a good teacher, one who is sympathetic, loving, and intelligent; who understands the motives and the activities of children, and can make them indispensable factors in the child's development; one also who has enough knowledge of practical psychology to avoid the errors which make so much of the teaching in our schools irrelevant and wasteful. No feeling of sympathy for a neighbor's daughter out of work; no desire to reward a political henchman, no fear of defeat at the next election; no race or religious prejudice; no threat of patron or customer; no tie of friendship; no false conception of economy should operate to debar the child from the enjoyment of this sacred right. The teacher makes the school, not the board of education, nor the superintendent; and sometimes, fortunately, the teacher makes the school in spite of both. The highest, and by far the most important, function of every school board is to see that every grade of every school is vitalized and spiritualized by a good teacher, governed always and forever by the single purpose of serving the child, and deaf to every selfish appeal of neighbor, friend, customer, politician, and religious or race bigot.

Briefly, the board's obligation to the pupil has been thus outlined with the hope that further discussion may be provoked, leading to a clearer conception of what our stewardship implies and demands if we are to be counted among the faithful servants of the State. The pupil is the central figure of the school system. He is always before us making his silent appeal, but, to our everlasting shame, we have too often failed to see him. To be sure, we have gone on building school houses, adopting text books and electing teachers, but seldom, while doing it, have we been quickened to contemplate seriously the real purpose which governs, or should govern, our official action—providing the most favorable conditions for the development of a human mind with all its possibilities—a child's soul with all that this implies.

After the reading of the address Mr. Mack received hearty applause, he having stirred up an enthusiasm which manifested itself in a pronounced manner.

It was then unanimously agreed to invite Wm. Geo. Bruce, editor of the American School Board Journal, to address the meeting, whereupon he appeared before them and spoke as follows:

CONVENTION OF SCHOOL BOARDS.

The movement to bring together members of boards of education in a manner as effected by teachers' organizations is new. No decided step in that manner was ever taken anywhere, so far as my knowledge goes, neither has any teachers' organization elsewhere attempted a department strictly devoted to board matters or to board of education members. The movement, then, which finds its beginning here, must be considered somewhat novel but without serious import. The fact that nearly all progress not even in practical school affairs has had its origin with the professional factors of school systems and not with school boards themselves, will render the present departure under these auspices eminently proper and promising. The successful inauguration and subsequent operation of the movement will not only exert its beneficent influence upon the territory which it covers, but will undoubtedly find emulation in a widespread manner in other states.

I have for some years looked forward to the day when the more strictly school board matters would be discussed in the same manner that school room methods are now discussed in teachers' gatherings. As the editor of the American School Board Journal, the only medium now wholly devoted to boards of education, I have had occasion to make some observations, which have demonstrated to me the great void which has existed and which must some day be filled. Your presence is a step in this direction. It is then with extreme pleasure that I assist in rocking the cradle of the infant whose growth I trust will develop into something useful and permanent.

The peculiar and somewhat intimate relations which I enjoy with many boards of education throughout the United States will not deter me on this occasion from discussing these important organizations in a frank manner.

It is a deplorable fact that there are thousands of members of boards of education who have but a crude conception of the important trust imposed upon them. School boards are short lived as a rule. Members are dropped and added with great frequency, and without allowing them to become fully familiar with the school system which they are called upon to legislate for and administer. The more serious problems which involve true progress are allowed to drift, either to solve themselves in the course of time or remain unsolved entirely.

The members are principally business and professional men who are so deeply engrossed in their respective vocations in life that the time which they give to school affairs is but limited and almost wholly devoted to the

more pressing routine matters. Consequently but little time is given to questions of wider scope and importance.

It may be said here, however, that the loose system in vogue throughout the country in forming school boards is largely responsible for this condition of things, and is, therefore, not immediately chargeable to the men who are chosen, or to their motives. The opportunity afforded through political influence to satisfy personal ambition and selfish motives, must, when applied to school boards, exercise a discouraging drawback upon school systems.

However, the purpose in coming together to-day, is not so much for discussion of the manner in which boards of education should be created as it is of their field of usefulness after they have been created.

A unification of boards of education, as already indicated, can accomplish two specific objects. First, promote their efficiency in conducting the more strictly practical and business branches of their work. Second, in bringing the boards into closer relation with the theoretical work of a school system, and consequently nearer the teaching force and the more vital and far reaching interests.

The members of boards of education everywhere have remained in isolated groups, and have sunk into unconscious egotism, believing that the building of school houses, employment of teachers, adoption of text books, and purchase of supplies, are simply transactions, requiring no further thought or discussion beyond pacifying a local community. The average school board member believes that his school system is "all right" when matters between the board, teachers and public are reasonably harmonious. Standards of excellency evolved by comparisons are almost unknown to him. Progress has, as a rule, been made by the professional portion of a school system at the risk of opposition and defeat. This applies more particularly to the theoretical.

But has even the practical had full attention? Would not the many and perplexing school board questions find a readier and wiser solution in a discussion outside of their own immediate circle? The questions of heating, lighting and the ventilation of school buildings have only too often been discussed with greater eloquence by architects and building contractors than by school boards. This eloquence has too frequently resulted in the adoption of a heating system which ate voraciously into the school treasury, in a lighting system which has increased the oculist's practice, and in a system of ventilation which produced pale-faced children and consumptive teachers.

If the practical and theoretical, the business and the professional parts of a school system, could be conducted as separate and distinct departments, dissolving the close relation which the one bears to the other, I would venture to say that this meeting to-day would have less significance. If, on the other hand, the legislative, the administrative, and the executive functions of a school board were confined to the erection of school buildings and the purchase of school furniture, and on the other hand, the course of study, adoption of text books, etc., left entirely to superintendents, principals and teachers—there would still be a justification for this movement.

The school board then is more than a mere salary-dispensing, school house construction bureau. Its deliberations affect teachers, their efficiency, their promotion, existence; it affects pupils, their studies, their success, health, happiness—their equipment for future useful citizenship.

The superintendent of schools has, it is true, been the strong pilot whose hand has often guided the education-

(Continued on Page 6.)



THE SCHOOL BOARD CONVENTION. TEACHERS IN ATTENDANCE.

TEXT BOOK ADOPTIONS.

Chicago—Sabin & Kirk's oral arithmetic.
 Somerville, Mass. Frye's primary geography, Potter's elementary geography.
 Saginaw, Mich. Whitney & Lockwood's grammar for high school.
 Grand Rapids, Mich. Harper's Readers, Todd-Powell Readers.
 Chicago—Green's English History for eighth grade.
 Lafayette, Ind. In Latinum and Lowe & Ewing's Caesar.
 Louisville, Ky. In Latinum for high school.
 Aurora, Ill. Bellum Helveticum for high school.
 Decatur, Ind. Lowe & Ewing's Caesar, Johnson's Cicero, In Latinum.
 Muscatine, Ia. Purchased McGuffey's sixth readers for the high school.
 Earlville, Ill. Raub's Normal Readers.
 Appleton, Wis. Frye's primary geography.
 Altoona, Pa. Tracy's physiology for high school.
 Port Jervis, N. Y. Prang system of drawing was replaced by the White system.
 Montgomery Township, O. Tarbell's Language Lessons, Blaisdell's Series of Physiologies, Montgomery's U. S. History, Cornell's Physical Geography, Wentworth's Elementary Arithmetic, Ginn's copy books and spelling blanks, Stoddard's Manual Arithmetic, Wentworth's Algebra, Park's Grammar, and Montgomery's U. S. History.
 Wyoming, Pa. Warren's physical geographies, graded problems in arithmetic, Maxwell's grammars, Steele's physiology, Raub's literature and speller.
 Kankakee, Ill. Frye's primary geography and Hill's rhetoric.
 Dover, N. H. Fiske's History of the United States and Tilden's Geography.
 Eagle Grove, Ia. Townsend's civil government, Robinson's algebra, Harper's sixth reader, Steele's physiology and Houston's physical geography.
 Cambridge, Mass. Common Sense Copy book.
 The Indiana State board of education adopted Ruskin's Essay, edited by Mrs. L. G. Hufford as the basis of literary study for Indiana teachers.
 Perryville, O. Tarbell's English Lessons, Montgomery's American History and Blaisdell's physiology.
 Nevada, Mo. Whitney system of music.
 Columbus, O. Howe's History of Ohio.
 Morris, Ill. Raub's New Normal Reader and Robb's Elementary and complete arithmetic.
 New Bedford, Mass. Fisk's History of the United States.
 La Salle, Ill. Raub's New Manual Reader and Bookwalter's spelling books.
 Grand Rapids, Mich. Harper's Readers in place of Raub's.
 Kearny, N. J. Hutchinson's books, "Our Wonderful Bodies" and "Physiology and Hygiene," also the normal system of penmanship.
 Wheatland, Ia. Swinton's Primary geography.
 St. Paul, Minn. Brook's Primer of English Literature, Engelson's Grammar of the German Language, White's Beginner's Greek book and Daniel's Latin Composition be placed upon the list of books authorized to be used in the high schools.
 Fremont, O. Davis Trigonometry book to be used instead of Well's heretofore used. The board will purchase and own these books.
 Fremont, Neb. White's arithmetic and Harper's reader.
 Lewiston, Me. Shaw's bookkeeping and commercial arithmetic, Lapointe's French translation, Collier & Daniel's new edition of the first book in Latin, and Vin Romæ in place of some of the works of Caesar.
 Somerville, Mass. Frye's Primary Geography and Potter's Elementary Geography.
 Newark, N. J. Smith's elements of German Weineck's Guide to English for use in the evening schools.
 Sandusky, O. Wreath's music book in place of Mason's book.

Holyoke, Mass. Ginn & Co.'s first Latin book.
 Londville, O. Tarbell's Language book, Montgomery's history.

St. Paul, Minn. Brook's Primer of English Literature, Engelson Grammar of German, White's Beginner's Greek book and Daniel's Latin Composition to be used in high schools.

Burrillville, R. I. Raub's readers.
 Flint, Mich. Masterpieces of American Literature.
 Boston, Mass. Hunt's Geometry, Boyden's First Book in Algebra, to be used in Grammar Schools.

Cleveland, O. A new text-book in Physics, by Baker, was adopted in place of Ganot.

Boston—Hunt's Geometry, Boyden's First Book in Algebra for grammar schools. Laid over under rules.

Irish's Orthography and Orthoepey, published by Prof. F. V. Irish of Columbus, O., was recently adopted at Proctorville, O., Stuttgart, Ark., Wichita Co., Kan., County High School Allamont, Kas., Normal School Scottsboro, Ala., State Normal, Fairmont, W. Va., and a number of other places.

Jersey City, N. J. Columbian Readers, Ellis' U. S. History, Dugleson's Physiologies added to list.

New York City—Ellsworth's Reversible writing books, vertical edition.

MORE SCHOOL BOARD CONVENTIONS.

The West Des Moines school board sent out, through President Dahlberg, invitations to the directors of North and East Des Moines to meet with them in a convention to be held here during the meeting of the State Teachers' Association, during the holidays. Invitations have also been sent out to the school directors all over the state, and arrangements will be made for a big meeting, the first of its kind. The object of the meeting will be the closer relation of directors and a more perfect understanding of their work.

The state of Wisconsin will also have its School Board Association. President R. B. Dudgeon, of the State Teachers' Association, has had the matter under advisement and has taken the necessary steps to bring the movement into a live organization. Invitations will be sent to school board members throughout the state. It is expected that the movement will be a thorough success.

HEATING AND VENTILATING.

Bartlett Bros., 331 Franklin Ave., Cleveland, O., have in course of preparation a so-called Thermograph and Equalizer to regulate heating in school rooms. At the present time little is known as to the merits of the apparatus.

The residence of Mrs. R. L. Willis, Galveston, Texas, costing \$150,000, is nearly completed. The building is a palace. It is to be heated and ventilated by The Peck-Williamsom Company, of Cincinnati.

TO SCHOOL OFFICIALS.

Officials and teachers desiring an article of merit for printing the alphabet, would do well to read the advertisement of John Q. Adams Stamp Works in another column of this issue.

O. E. D. Barron, the efficient and popular clerk of the Board of Education, Columbus, O., has been elected to register of deeds. He will enter his new duties next September.

Hamilton, Ont. The board of education awarded the contract to furnish desks to the Globe Manufacturing company of Walkerville.

St. Louis, Mo. The board gave a contract to furnish 600 desks to the Pique Desk Company of Ohio. Scarritt Furniture Co., of St. Louis, was awarded the contract to furnish 1240 chairs.

D. H. Fuller received the contract to furnish drawing tables of the Board of Oakland, Cal.

Fremont, Neb., purchased six sets of relief maps from the Central School Supply House of Chicago.

TEXT BOOK NEWS.

The principals and teachers of Evansville, Ind., voluntarily purchased 150 copies of McMurray's general method.

Ironton, O. The board purchased a number of Ridpath's Universal History.

Lincoln, Neb. The board purchased sixty copies of Spier's Lessons and Forms, 1346 copies Walsh's arithmetic, 150 copies of Frey's primary geography.

Larned's History consisting of five volumes was purchased by the Harrisburg, Pa., school board.

The school board of Monona, Ia., have contracted with the American Book Co., for their books for a term of years.

Mt. Pleasant, Mich. The school board purchased a set of Library of American Literature.

Grand Rapids, Mich. The board purchased 24 copies of In Latinum for supplementary work in Latin.

Portland, Oreg. The American Book Company, in its reply to the strictures of the Committee of One Hundred, scouts the assertion that its profit in the school-book trade of Oregon is \$30,000 a year. It says the whole sales are but \$40,000, only a small portion of which can be reckoned net profit.

Fall River, Mass. Board supplied all teachers with a copy of Metcalf's grammar.

The Brooklyn board of education received the following propositions: From Maynard, Merrill & Co.: Proposing to furnish Merrill's Vertical Penmanship, intermediate series, at 56 cents per doz.; standard series at 77 per doz. Silver, Burdett & Co.: Proposing to furnish the Normal Review System of Writing, vertical copies, regular course at 80 cents per doz.; tracing course, 80 cents per doz., and Beacon Lights of Patriotism at 60 cents per copy. Houghton, Mifflin & Co.: Proposing to furnish Fiske's History of the U. S., at 85 cents per copy. W. B. Harrison: Proposing to furnish Klemm's Practice Maps, small size, at \$5.00 per 100, large size \$10.00 per 100, water proofed \$5.00 extra per 100. Referred to the Committee on school books.

The Brooklyn board of education added to list of text books, Maxwell's First Book in English, Cooley's New Elementary Chemistry.

The Boston School Committee is considering the advisability of placing a copy of Frye's Primary Geography on each teacher's desk in sixth class of Grammar schools.

The investigation into the text-book scandal at Newark, N. J., has thus far developed nothing.

The New York Board of Education added the following books to its library list: Longman's A Course of Simple Object Lessons, First and Second Series; Ed. Pub. Co., Applied Psychology; Baker, Bible, quarto; Dalton's Physiology; Elliot's Poetry for Children; Appleton, History of Education; Heath, Educational and Industrial Drawing Manual, No. 2; Longman's French-English and English-French Dictionary; German-English and English-German Dictionary; Am. Bk. Co., Hygienic Physiology No. 3; Maynard, Light Gymnastics; Silver, MacCoun's Historical Geography U. S.; Heath, Natural History Object Lessons; Paul Bert's First Steps in Scientific Knowledge, Complete, Nos. 1, 2, 3, 4, 5, 6 and 7; Heath, Topics in Geography; Am. Bk. Co., Webster's Academic and Condensed Dictionaries; Worcester's Comprehensive and Quarto Dictionaries; Houghton, Whittier's Songs of Labor and other Poems; Vision of Sir Launfel and other Poems; Emerson's, The American Scholar; Evangeline.

A number of Savage's Biographical Histories have been purchased by the Binghamton, N. Y., board.

BUY OF THE MAKER.

Now is the time to order your umbrellas for the holidays. When you buy from J. Lingemann & Co., No. 434 Milwaukee St., you buy direct from the manufacturer and save the dealer's profit. Recovering and repairing a specialty.

THE ALBUQUERQUE SCHOOLS.

We present herewith to our readers views of the school buildings and portraits of the school board members of Albuquerque, N. M. The school system which has grown up in that city deserves attention. The school houses have in all instances been carefully planned, both as to exterior design and interior arrangement and appointment, at all times abreast with modern ideas in school house construction.

The management of the schools and their present standard is equal to, if not above, those of any city in the southwestern portion of the United States. The school board is representative of the best element in the community, alive to the trust imposed upon them, and enthusiastic over its educational interests. Albuquerque can boast of a good school system. That means a great deal, and it places her among the thrifty, progressive, and foremost cities of the great Southwest.

SOMETHING FOR TEACHERS.

Southern California seems to be quite a Mecca for thrifty teachers who realize that they can't continue their professional work beyond a certain age. Fruit culture in this land of sunshine, with

its inspiring mountain, valley and ocean views, presents superior attractions to both sexes.

Statistics show that over 33 $\frac{1}{3}$ per cent. of the orchards of Southern California are owned and operated by women. It is not a land owned and operated by farmers, but by retired Eastern professional and mercantile people, and the social life superior to that of any other section of the world.



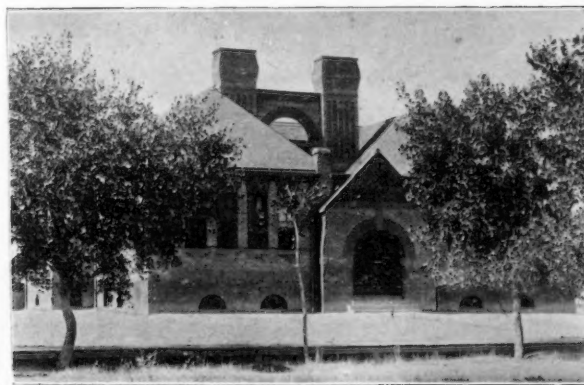
M. C. NETTLETON,
President.



CHAS. E. HODGIN,
Supt. of Schools.



✓ PROPOSED HIGH SCHOOL.



✓ FOURTH WARD SCHOOL.



✓ THIRD WARD SCHOOL.

On the inside of our back cover we present the card of Palmer & Chapin. These gentlemen have been prominent newspaper men all their lives, and their professional work took them through the leading fruit centers all over the world.

Their profession finally took them to Southern California where they became captivated with the country. They decided to make that their home if they could but find a spot where the legion of insect pests could not be found. For ten months they traveled and investigated, and finally found that for which they were searching.

Their temporary residence in the East is simply for the purpose of surrounding themselves with a class of people who will make agreeable neighbors. That they are succeeding is evidenced by the fact that they already have the largest body of solid orcharding cut up into ten and twenty acre tracts which is to be found in the world.

Their published list of purchasers shows how careful they have been in the selection of future neighbors.

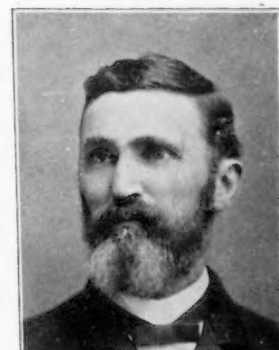
Jas. D. Ridgeway, of Chicago, are recognized as being among the most reliable jewelry firms in the United States. We can vouch for their integrity and reliability. See adv. in another column.



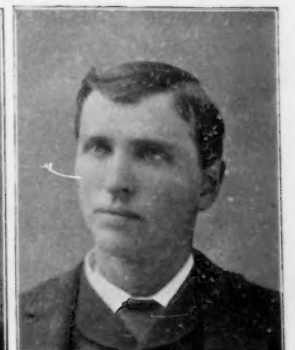
SIEGFRIED GRUNSFELD
Clerk.



CHARLES MANSARD,
Member.



GEO. W. FISHER,
Member.



L. F. KUHNS,
Member.



L. D. BARTLETT,
Member.



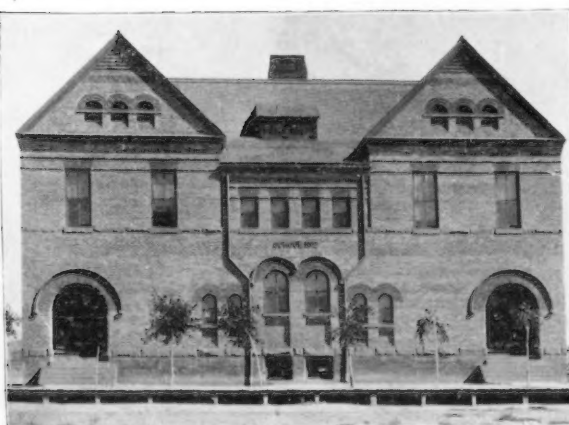
DR. L. A. CHAMBERLINE,
Vice-President.



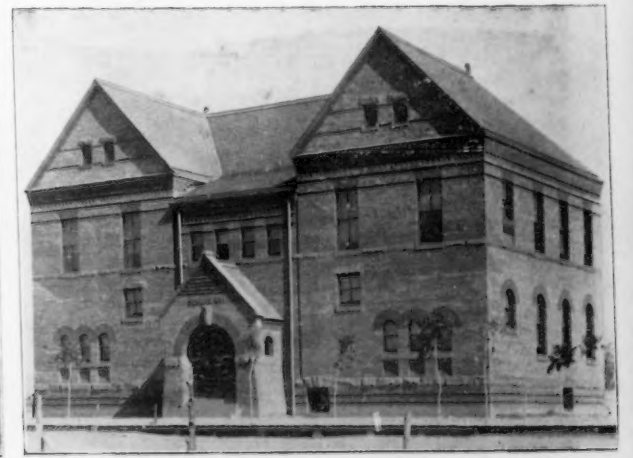
MARIAN ARMISO,
Member.



KARL A. SNYDER,
Member.



✓ SECOND WARD SCHOOL.



✓ FIRST WARD SCHOOL.

WHO WILL WIN?

DENVER, DULUTH AND SEATTLE THE THREE PRINCIPAL CITIES CONTESTING. — NEXT YEAR'S N. E. A. MEETING.

The question which will soon have to be decided by the Board of Directors of the National Educational Association will be the selection of a city for the annual meeting to be held next July. The three principal cities competing most actively for the meeting as indicated by our cartoon on the first page are Denver, Duluth and Seattle.

When the vote was taken last summer by the Executive Committee the favored cities came in their order as follows: Denver, Colorado; Duluth, Minnesota; Seattle, Washington; Louisville, Kentucky; St. Louis, Missouri; and Dallas, Texas.

The matter was not determined at that time but was left open to be decided by the committee later on. It is therefore most likely that the contest will be between the first three cities named unless some unforetold contingency should arise. The question of railroad rates, etc., enters largely into the contest.

Denver, Col., tenders a standing invitation to the Association and offers some splendid inducements. The educational people of that city, headed by Aaron Gove whose popularity and ability is everywhere acknowledged, tender a warm reception. The city is a beautiful one, the climate delightful during the summer months, and the region an interesting one.

Duluth, Minnesota, through Supt. Denfeld, also extends a hearty invitation and vouches to comply with all the conditions usually exacted by the Association. All the civic and commercial bodies of Duluth joined in the invitation, thus assuring a universal interest in that city. Duluth first became famous through Proctor Knott's speech in Congress in 1871. It is delightfully situated and offers a splendid opportunity to study the hustling qualities manifested in the average Northwestern city.

Frank J. Barnard, the energetic superintendent of the Seattle, Washington, schools, made a strong and somewhat unique appeal at the recent Asbury meeting to secure the N. E. A. for 1895. He distributed a little circular which sets forth Seattle and the surroundings as the "Wonderland and Indianland." Barnard in his characteristic manner says "all roads lead to Seattle". The Northern Pacific, The Great Northern The Canadian Pacific and The Union Pacific. That to the teacher the trip to Seattle would afford a great opportunity to study new and industrial enterprises, new conquests over nature, new types of man, new customs and new social and economic conditions.



† DULUTH HIGH SCHOOL BUILDING.



† DENVER HIGH SCHOOL BUILDING.

A SCHOOL BOARD CONVENTION.

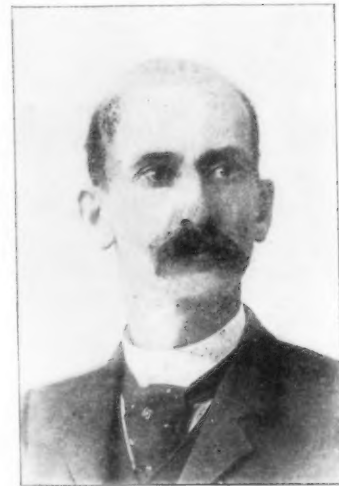
(Continued from Page 3.)

al ship, and diverted its course from the perilous rocks. But has he always been recognized as he should be, as the educational expert, whose counsel and judgment is entitled to the highest consideration? The same weakness which has characterized school boards in other directions has led to a lack of appreciation of the educational expert, and the true relation he should bear to the school system and the confidence which should be reposed in him.

A better understanding of the real function of a school board means also a firmer appreciation of the professional expert and his assistants; it means the concerted action of board and teachers, towards higher and nobler results.

A committee consisting of Mr. McClellan, Batavia, Dr. Cook, Mendota, Mr. Marsh, Joliet, was then appointed to determine the advisability of a permanent organization and whether the same should meet as a separate organization or in conjunction with the Northern Educational Association. The committee reported in favor of a permanent organization as a part of the general organization.

After the reading of Mr. Bruce's address Col. Parker called the attention to the fact that School Board conventions had been inaugurated by John Dickinson, in 1876, in the state of Massachusetts and that similar movements had been started in Pennsylvania. These organizations were not, however, in existence at this time.



A. D. SHEPARD,
County Superintendent Schools, Denver, Col.

Mr. Baldwin, of Oak Park, opened the discussion on the "Appointment of Teachers" by stating that in his own board no local applicants were employed. Appointments were made upon fitness not friendship, and teachers were dropped as soon as it developed that they were not able. He believed in going out after good teachers and scouring the country to get the best. Mr. Klein favored this

(Continued on Page 7.)



A. E. DENFELD,
Duluth, Minn.

A SCHOOL BOARD CONVENTION.

(Continued from Page 6.)

idea. A high standard should be established and home teachers measured by the same standard.

Mr. Vance, of Joliet, stated that the reverse course had been taken at Joliet. Local applicants had always been favored to the exclusion of outsiders. Dr. Cook reported that at Mendota the custom was to employ about an equal number of the "local" and "imported" product.

Col. Parker believed in the school board convention idea. The dangerous school board man was he who knew all about it, and the worst were those who had been teachers. School systems suffer all the horrors of the "patronage" idea.

If railroad corporations were managed on the plan that school systems are now managed they would go into bankruptcy in a short time. Railroads have a manager who is held responsible. One-man power prevails. The delusion prevails among school boards that every man can run the school system; everybody and nobody is responsible. He favored the Oak Park plan of appointing teachers. The appointment of teachers should be in the hands of the superintendent. The present makeshift mode of examination simply keeps out competent teachers. Search the world over for your teachers and you will get good ones. Local training schools tend towards nepotism and favoritism.

The discussion then grew animated and John Meredith, Lillie B. Hollenbeck, Messrs. LeBaron, H. C. Judson, Jonathan Piper took active part. State Superintendent Raab considered the appointment of teachers one of the gravest of all school questions. "As is the teacher, so is the school." Proper care in the appointment of teachers bars the unpleasant duty of dismissing them.

John W. Cook said that it was unfair on the part of school boards to hold superintendents responsible for the efficiency of the teachers and the results of the school room work, and then handicap them by appointing teachers themselves.

Go out and find worthy teachers—drop incompetents. Local training schools are perilous.

The meeting then adjourned until 1:30 p. m.

THE AFTERNOON SESSION.

When the meeting was again called to order the subject of "Adoption of Text Books" was taken up, and discussed by Messrs. Vance, Baldwin, Bruce, Stivers, McClellan and Miss LeBaron.

Some of the members reported the mode and manner of adopting text books in vogue in their respective committees. In all instances the professional opinion of superintendent and teacher was sought.

Miss LeBaron believed in getting books on the even exchange basis whenever this was possible. Other members condemned the plan. Books ought to be selected upon merit and merit only. The even exchange plan is unbusiness like and offers a temptation to accept inferior books. Some favored the idea of getting books for nothing whenever this was possible.

The ubiquitous school book agent came in for a share of attention. Some believed school books should be selected quietly without the knowledge of publishers or agents, while others believed the "agent" was a valuable personage—as he enlightened the unenlightened and did much to lead to the best books.

The subject of school visitation was discussed briefly by Messrs. Stivers, Baldwin and Vance, while the "Relation of the School Board to the Community" received some attention at the hands of Messrs. Mack, Meredith, Bruce, and others.

A vote of thanks was then extended to Wm. S. Mack for the able and impartial manner in which he had presided over the meeting, and they adjourned to meet again next year.

In the Columbus, O., school board the matter of advertising is discretionary on all purchases of supplies of less than \$1,500.

A SCHOOL BOARD MEMBER'S HIT.

It is not often that a member of a Board of Education is accorded the honor of delivering an address of welcome to a large educational gathering, and it may be said that it is more than rare that a school board member should acquit himself in an exceptional manner.

H. C. Judson, however, a member of the West Side Board of Education of Aurora, succeeded in addressing the Northern Illinois Teachers' Association in a manner that won the admiration of the educational people in attendance, and was pronounced by good authorities the brightest and at the same time wittiest address of welcome which had ever been delivered before an educational gathering. Upon urgent solicitation we produce it in full, as follows:

Mr. President and Members of the Northern Illinois Teachers' Association:

I am allowed but forty-five minutes in which to make an address of welcome. It isn't enough. It will be impossible in that time for me to describe all the beauties of Aurora, or to show all my ignorance on the subject of education, but the Committee insist that no more time shall be consumed, consequently the address must be incomplete.

We are glad to see you and we extend the hospitality of our hotels and boarding-houses at slightly reduced rates—guests without baggage will please pay in advance.

You are invited to make yourselves very much at home. We hope you will find much to enjoy. Aurora is a city of creditable buildings, public and private, and if you are interested in architecture, ancient and modern, you will take pleasure in studying the designs of the East Side High School, the New Government Building, and the Burlington Passenger Station.

Aurora feels honored by your presence. It is no unusual thing for our city to entertain large bodies representative of great interests. Last week we had an enthusiastic assemblage of Romans, a convention of human torturers called dentists, and a meeting of the Anti-Horse-Thief Association, of whom there are large numbers in Aurora—large numbers of the members of the Association, I mean. In fact, we are fast coming to be known as a convention city, and accustomed as she is to the presence of representative bodies, there are none to whom Aurora is more glad to extend welcome than those who labor in the cause of education.

I shall attempt no extended laudation of Aurora. It is a charming city, a fair type, as I regard it, of the best of American towns; a community which is fast coming to believe in what Col. Parker so well calls "The aristocracy of doing something," of a size to possess great advantages, but not large enough to harbor the corruption which exists in great cities. It is from communities such as ours that we are to expect the healthy, moral tone, and next to the rural districts, the highest type of citizenship.

I like the idea inaugurated at this meeting of educating Boards of Education. It is a great undertaking. You may not believe it, but it transpired at the meeting to-day that there are members—men who have for years been occupying positions "second only to that of President of the United States" who actually discovered that there are some things pertaining to the administration of school affairs that they did not know. That is to say, I think they discovered it. Other people did.

"Education," it has been beautifully said, "is a companion which no misfortune can depress; no crime can destroy; no enemy can alienate; no despotism enslave; at home, a friend; abroad, an introduction; in solitude, a solace; and in society, an ornament. It chastens vice, it guides virtue, it gives at once grace and ornament to genius; without it, what is man? A splendid slave, a reasoning savage."

Under our splendid public school system, it is possible for every boy and girl to obtain at least the rudiments of an education. Ours is a system which, despite its imperfection—and what system was ever entirely perfect—is, because of the advantages it offers to the children of all classes, the best the world has ever known. It should begin earlier with the child, and it will when the kindergarten shall become a part of it. It should be compulsory, and it will be when we are thoroughly aroused to the dangers which threaten, and when legislators vote more for principle and less for party.

I am thankful that our forefathers had the wisdom and the patriotism to establish so beneficent a system of public education. I am thankful that it has been improved. I am thankful for modern methods. I am thankful for the intelligence and the faithfulness of the teachers of to day, who, while discarding none of the established studies, have discarded the dry and uninteresting and inefficient methods of teaching, and who seek to apply them to subjects of thought in which the pupil is naturally interested. I am thankful for the flag on the school house and for the teaching of patriotism. I am thankful for fads. It has become quite the thing now with those who never learn and never forget to inveigh against the advanced course. Nature study is the latest subject of attack; but go ahead with your fads. The world does move, and it seems to me, as parents, instead of insisting on our children being taught as we were taught, we ought to lie awake nights to rejoice that more intelligent methods have been found. If "the problem of life is the foundation of character," if your children are to be fitted for the social and business and political duties that devolve, then their hearts and hands, as well as

(Continued on Page 11.)



FRANK J. BARNARD,
Superintendent of Schools, Seattle, Wash.



× CENTRAL SCHOOL, SEATTLE, WASH.

THE AMERICAN
School Board Journal

DEVOTED TO
SCHOOL BOARDS, SCHOOL OFFICIALS, AND TEACHERS.

WM. GEO. BRUCE, - PUBLISHER AND PROPRIETOR
372-6 Milwaukee St., Milwaukee, Wis.

EASTERN OFFICE:
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FREDERIC H. LAKE, Advertising Manager.

ISSUED MONTHLY.
SUBSCRIPTION, - - - TWO DOLLARS A YEAR.

Entered at Post Office at Milwaukee, Wis., as second class mail matter

We are publishing the only Journal devoted exclusively to School Boards and executive officers. We furnish information on the doings of School Board committees, including important executive actions, best methods of heating and ventilation, text-books, with prices and adoptions, school law decisions, models of school buildings, statistics upon salaries, publish the "gravings of leading school men, etc.; briefly, we keep School Boards and Teachers abreast with the time.

EDUCATING SCHOOL BOARDS.

The movement inaugurated recently in Illinois, and about to be inaugurated in Iowa and Wisconsin, to bring school board members from all directions together in joint convention once a year for the discussion of topics coming within their function, is new and unique. It awakens thought and speculation.

Educate School Boards! Think of it! Can it be possible that the average member of a board of education needs more education? Does not the man who has served several years on a school board acquire the complacent self-satisfaction that he is loaded brim full of knowledge about school affairs? Is it not irritating, even humiliating, to a board member to be told that he too must learn something? Is it not sufficient that the teachers and pupils do all the learning?

Yes, the education of school boards is now in order. It has been in order for a long time. This important part of the American public school system has been its weakest. The field offered here, in equipping school boards more thoroughly for the great task before them, promises beneficial results.

A joint discussion between school board members from different localities, upon practical school affairs, an exchange of ideas, the result of experiment and experience, a comparing of notes, etc., are of inestimable value. They mean better and more commodious school houses at a lower price, they mean better text books, they mean more efficient teachers, and better results. They mean less friction and more economy, they obviate grievous mistakes and annoying complication.

Progress is being constantly made in all lines of human activity. Why not in school boards? Are not you supposed to be informed upon the common requirements of a good school building? Must your information come direct from an eloquent architect? Or upon text-books from an erudite agent? Are you satisfied that your

mode of appointing teachers is the best? Or that the salary you pay is just? Numberless knotty questions arise which find their adjustment in the fulsome information gained from the experiences by other boards.

School Board conventions will do away with the expensive "junketing trips" now in vogue, which only too often result in nothing, and are steered by an enterprising agent for special reasons.

"STAR CHAMBER" SESSIONS.

Complaints arise from time to time in the daily press in different localities as to the exclusiveness of school board meetings. In an Indiana city a newspaper reporter brought suit against a board of education for ejecting him from a committee room. In cases of this kind the cry of "behind closed doors" and "star chamber" sessions is at once sounded.

There can be no question that certain discussions and pending actions in school committees can do much mischief by appearing in public print, and that misapprehensions are born of reports that have been too previous in their publicity. Public interests demand at times a certain temporary privacy.

As a rule, in cases of this kind the representatives of the press observe common courtesy and respect the wishes of the members. Where the harmonious relations between the press and the board and some of its members have been ruptured the result is obvious.

It remains nevertheless, that all public business must be open to public gaze. The press in such matters represents the public. They are accordingly entitled to admission at places where public business is being transacted.

The rules of some school boards provide for a privacy of all Committee meetings—the result of which find their first publicity in the reports at board meetings. It is held in many cities that the publication of committee reports before their submission to the board is an affront to that body. It is further held that the doings of committees and their conclusions cannot become public property until they have gone through their official course and been presented to the open board for action. This seems a somewhat fine-spun observance of official etiquette.

If the press demands admission, throw your doors wide open. The nature of our public institutions demands openness. If this course at times proves detrimental the public alone is to blame. Where admission is denied suspicion is only too quickly aroused, and the board of education suffers in the eyes of the public.

SCHOOL BOARD DIGNITY.

At a recent meeting of the New York board of education, Randolph Guggenheimer, in announcing the decease of Hon.

William Wood, a former member and ex-President of the board, spoke of like official positions in the following graceful manner:

"The office of Commissioner of Common Schools is of great dignity and honor; its duties, powers and responsibilities, of themselves make it such. But, Mr. President, I think I may say without being illogical or giving way too much to sentiment or fancy, that the office is honorable also from the fact that so many upright, able and distinguished men have accepted and held it; have within these walls labored and spoken for the public schools; have occupied with grace and power the Chair which you now so ably fill. It would be a long list, were I to go back; it would take too much time were I to mention the names of those that would appear thereon, and dwell even slightly upon their characters, labors and success."

The same pride and dignity which characterizes this board should characterize every board in the United States—whether it be a small or large city. The relative duties, responsibilities and purposes are the same in the small village board that they are in a large metropolitan city. Men should feel proud of their seat in the school board and should lend to the office the best that is in them of head and heart, and infuse it with that dignity which its great importance warrants.

PERSONAL, BUT KINDLY.

Editor Bruce has a heart. It is a big one, but it is beginning to swell. The thought of holidays does this. His wife and babies will be made happy by the enlargement of that heart. That is as it should be. But when the merry Christmas bells will chime their glad tidings to the world once more there will also be a silent wish in that man Bruce's breast that the many readers and patrons of the School Board Journal may be joyous and merry.

Therefore a Merry Christmas to you and a Happy New Year.

ECONOMICAL SCHOOL STATIONERY.

The large quantities of paper used in school room work has prompted progress in this direction as well as others. Where years ago paper was purchased promiscuously, without recourse to its special adaptation, the large mills now prepare school stationery which meets this want to an eminent degree. The ruling, the quality and grade, the prices, etc., are designed to make the paper not only acceptable but advantageous in every particular.

Among those who have met the exigency perhaps more completely than any one else, the Smith and White Manufacturing Co., of Holyoke, Mass., must be mentioned. This company has studied the varied needs of the school room and has now for several years dealt successfully with school boards and the usual supply houses. To the care which they have bestowed upon their work may be attributed the splendid reputation which the Smith & White school stationery now enjoys throughout the United States.



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JOSEPH A. GOULDEN

THE NEW YORK CITY BOARD OF EDUCATION.

NEW STATE SUPERINTENDENTS.

CHANGES EFFECTED BY THE RECENT STATE ELECTIONS.

The returns from the various states on the fall elections bring to light a number of changes which have taken place in the position of State Superintendents. This position is not an elective one in all states as there are a number of State Superintendents who are appointed by the Governor.

Arkansas—Junius Jordan was elected State Superintendent Sept. 1st, and took the oath of office Nov. 1st.

California—Samuel T. Black succeeds J. W. Anderson.

Colorado—Mrs. Peavey was elected State Superintendent of Public Instruction; *vice*, J. T. Murray.

Delaware has no state superintendent of schools. The Governor is the practical head of the school system.

District of Columbia—Superintendent of schools is appointed by the Commissioners of the District for a term of two years. He is practically the City superintendent of Schools of Washington, D. C. W. B. Powell holds that position at present.

Georgia—State school commissioner is appointed by the Governor. S. D. Bradwell's term expires Jan. 1st, 1895.

Idaho—C. A. Forseman, of Lewiston, is the state superintendent elect who will assume the office Jan. 1.

Illinois—Samuel M. Inglis was elected state superintendent this fall.

Iowa—No election for state superintendent this year. The position is filled by Henry Sabin.

Kansas—Edmund Stanley of Lawrence was elected state superintendent this fall.

Kentucky—The election of state superintendent of public instruction does not occur until November, 1895. Ed. Porter Thompson is now in office.

Maine—State superintendent is appointed by the Governor. N. A. Luce's term expires February, 1895.

Maryland—State superintendent of Public Instruction is elected every two years by the State Board of Education. E. B. Prettyman was elected May, 1894.

Massachusetts—The secretary of the State Board of Education is the virtual head of the educational system. Frank A. Hill was elected to that position last May.

Michigan—Henry R. Pattengill was re-elected.

Montana—E. A. Steere's term extends two years more.

Minnesota—W. W. Pendergast's term expires Jan. 1st, 1895. The Governor appoints.

Missouri—John R. Kirk, of Westport, was elected state superintendent this fall.

Mississippi—The election of state superintendent will take place next fall. J. R. Preston is the present incumbent.

Nebraska—H. R. Corbett, of York, succeeds A. K. Goudy.

New Hampshire—The office of Superintendent of Public Instruction is filled by the Governor and Council. The appointment is for two years. Mr. Fred Gowing was appointed in March, 1893.

New Jersey—The State Superintendent of Public Instruction is appointed by the Governor and confirmed by the Senate. A. B. Poland fills the position at present.

New York—J. F. Crooker's term expires April 7th next. His successor will be elected in joint convention of the incoming legislature. Commissioner C. D. Hine, Secretary Board of Education, is the practical head of the school system. There was no election this fall.

North Carolina—State Superintendent is elected for four years. No election until 1896. John C. Scarborough, present Superintendent.

Ohio—O. T. Corson was elected State Superintendent of common schools.

Oklahoma Territory—Superintendent of Public Instruction and Territorial Auditor is filled by appointment. E. D. Cameron is the present incumbent.

Oregon—G. M. Irwin is the Supt. elected.

Pennsylvania—The Governor appoints the State Superintendent for a term of four years. Dr. Nathan C. Schaeffer is the State Superintendent of Public Instruction. His term expires June, 1897.

Rhode Island—The State Superintendent of Public Instruction, or Commissioner of Public Schools as he is called in this state, is chosen annually by the State Board of Education. Thos. B. Stockwell's term expires May 1st, 1895.

South Carolina—W. D. Mayfield was elected for the third term this fall.

South Dakota—Hon. Frank Crane, of Watertown, was elected for ensuing two years from Jan. 8th, 1894.

Texas—J. M. Carlisle was re-elected Nov. 6th.

Tennessee—Superintendent is appointed by the Governor. Frank M. Smith is the present Superintendent.

Utah Territory—T. B. Lewis, of Ogden, was appointed Commissioner of Schools for the Territory by the Supreme Court on Aug. 31st, last.

Vermont—Oct. 31st, Mason S. Stone was elected to succeed himself for next biennial term.

Virginia—There was no election of State Superintendent this fall. John E. Massey still holds that position.

Washington—C. W. Bean continues for two years more.

West Virginia—Virgil A. Lewis, present incumbent, remains in office until March 4th, 1897.

Wisconsin—J. Q. Emery was elected this fall in place of O. E. Wells.

Wyoming—Miss Estella Reel was elected State Superintendent this fall, she being the second woman who has filled a similar position.

RULES FOR NIGHT SCHOOLS.

By direction of the Cleveland board of education, free public night schools will be conducted under the following regulations:

1. Boys and girls shall attend separate schools.
2. No pupils will be admitted who are under fourteen years of age, or who are members of the day schools.
3. No school will be opened with an attendance of less than fifteen pupils, nor will any school be maintained should the attendance fall below fifteen.
4. Irregular attendance will cause dismissal.
5. Books and other supplies will be furnished free for use in these schools.
6. Reading, spelling, writing, language and arithmetic will be taught; instruction will also be given in geography and American history and in physiology and the elementary sciences.
7. The sessions will be from 6:30 to 8:30, standard time, on the regular school days.

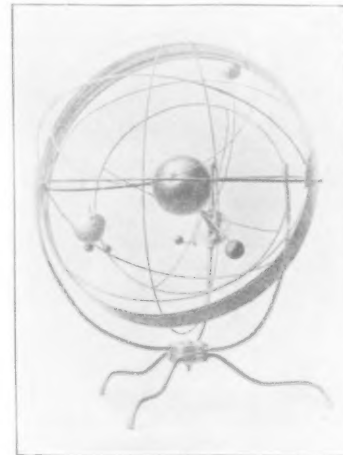
FOR THE STUDY OF ASTRONOMY.

The Gibbs Armillary Sphere and Tellurian, a cut of which appears below, is a new device just placed before the public by the Gibbs Tellurian Co., of Danville, Penn. It is a most unique piece of mechanism, simple and durable in construction, and yet is so comprehensive as to cover the whole subject of Astronomy. It is the solar system in miniature, so arranged that it may be set to correspond with the latitude of the observer, when it

clearly explains all the variable phenomena of the heavens. There is nothing like it in existence. The inventor, Prof. S. M. Gibbs, of Danville, Pa., was able to perfect the device only after many years of patient study and experiment.

The apparatus contains besides the large central Sun, a sphere to represent the earth with its satellite. Between the earth and the sun is a smaller sphere, which may represent either Venus

or Mercury, while outside the Earth's orbit is a superior planet, which may represent either Mars, Jupiter, Saturn, Uranus or Neptune. Surrounding the Tellurian is a broad double band to represent the zodiac. On the outer band are printed the signs of the ecliptic, while on the



inside the names of the constellation appear. The inner band is so arranged that it may be moved backward and forward to illustrate the precession of the equinoxes. The apparatus contains besides Celestial Equator, the Equinoctial and Solstitial Colure and other circles that divide the Celestial sphere. By the aid of this apparatus the student can easily locate the Ecliptic in the sky at any time, and trace the course of the planets among the stars at night. It most admirably illustrates the subjects of declination and right ascension, eclipses and tides. On the earth is a small disc representing the sensible horizon of the observer. From this point the different phases of the moon as they present themselves on the Tellurian are observed and the moon's place noted in the signs and constellations of the zodiac. The apparatus reveals the different phases of the planets as they appear when evening or morning stars, and at conjunction or opposition. It plainly illustrates the retrograde movements of the planets, and explains the Harvest Moon in such a manner as to make the cause of the phenomenon perfectly clear.

It will be observed that the earth is carried around the sun in the Tellurian so as to coincide with the true position of the ecliptic in the heavens, the earth's axis, true to nature, maintaining a uniform direction toward the Polar Star during the entire revolution.

Prof. Gibbs' invention will undoubtedly awaken a new interest in Astronomy, as a clear, comprehensive knowledge of the subject is now available to any person who may wish to acquire it.

THE DETROIT BOODLE CASES.

The School Board sensation, which had its dramatic beginning in the charge made by Mayor Pingree at a board meeting to the effect that four members had accepted bribe from Agent Achison of a school desk company, has subsided. Milo H. Davis has fled and no one knows whither. W. C. Liphardt was sentenced to five years in the state penitentiary. J. Lichtenberg attempted suicide by shooting himself in the head. He will recover and stand trial, and Joseph Walsh the fourth member has been acquitted.



SCHOOL INSPECTOR WALSH.
Detroit, Mich.



HON. JOHN R. KIRK,
State Supt.-elect—Missouri.

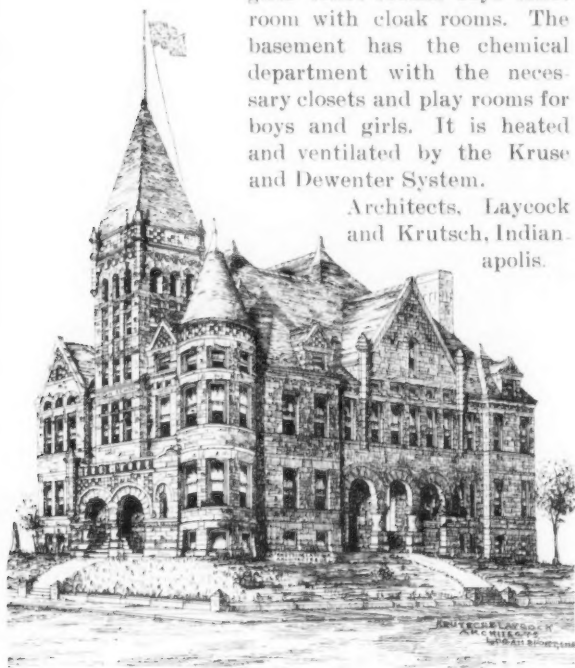


HON. SAMUEL M. INGLIS,
State Supt.-elect—Illinois.

LOGANSPORT, IND., HIGH SCHOOL.

The size of the building is 73x113, two stories and basement. It is constructed of Lake Superior red sand stone. It has a high school room for 300 pupils, five recitation rooms on first floor, with superintendent's office, board office and vault, teacher's toilet room and parlor. Second floor has high school room, with three recitation rooms, girls' toilet rooms, boys' toilet room with cloak rooms. The basement has the chemical department with the necessary closets and play rooms for boys and girls. It is heated and ventilated by the Kruse and Dewenter System.

Architects, Laycock and Kruttsch, Indianapolis.



★ HIGH SCHOOL, LOGANSPORT, IND.

A SCHOOL BOARD MEMBER'S HIT.

Continued from page 7.

their heads, should be trained, and the public schools will never reach the best for the child until this is fully recognized.

In the last pulpit utterance of that great divine whose lips have so recently been closed forever, occur these words: "What saved the country from a great calamity last July was the fact that the school-house, the pulpit, and the press of the past fifty years had been quietly creating an intelligence large enough to stand between the people and their ruin." It was a great sermon, full of sympathy for labor, full of love for all, but with less than the great preacher's usual optimism. Nothing in it to betoken that his earthly career was nearly ended, but much of sorrowful apprehension for the Republic. No one saw more clearly than Swing the dark omens in the sky. No one appreciated more fully the danger to society of ignorance in the masses. No one believed more firmly, that of all the good influence on which we are to depend, the school is easily first and most potent. And it will be well for us in the crisis which impends if the measure of intelligence created shall always be large enough to successfully meet the great questions of State. If in the struggle to determine whether the sceptre of power with us is to be with the many or the few; whether the right of the people to govern themselves shall continue, then indeed must the education of the masses be more general, more complete, and along the lines that develop thought and lead to sound judgment, that inspire patriotism and make for the best citizenship.

In behalf of the teachers and superintendents, in behalf of the Boards of Education, in behalf of the whole people of Aurora, who believe the cause in which you labor is, perhaps, the highest and noblest in which men and women can engage, I extend to you a hearty greeting and a most cordial welcome.

AMONG SCHOOL BOARDS.

The school trustees of Stranger township, Mo., served notice upon L. A. Faber, whom they had engaged as a teacher, to either resign as nominee for superintendent of schools upon the Democratic ticket or throw up his job. He chose the latter horn of the dilemma.

New Orleans will inaugurate the fire drill in the schools.

Providence, R. I., school committee will petition the legislature for a stringent compulsory law.

Daniel McClintic, school trustee of Columbus, Ind., died last month, while papers for his arrest were served. He was \$5,000 short in his school accounts.

The Muskegon board of education has a bad typewriter war.

At the Joliet, Ill., school board meeting a proposition was accepted from F. S. Allen for two free lectures by August Bedford, national secretary of The American Flag Protectors, an organization to protect the stars and stripes from advertisements.

FREE CLASSES IN PHONOGRAPHY.

To meet the demand for teachers of the Isaac Pitman's Phonography in the upper grades of the Public Day Schools, where shorthand is now taught, free classes for the instruction of teachers only, are now being formed. The same will be held each Saturday, commencing on Dec. 1, at the college of the City of New York, cor. Twenty-third street and Lexington avenue, at 2:30 p. m. and conducted by W. L. Mason, Principal of the Metropolitan School of Shorthand, 95 Fifth avenue. Teachers of the upper grades wishing to take advantage of this unusual opportunity of acquiring a valuable art should communicate immediately, personally or by letter, with Messrs. Isaac Pitman & Sons, 33 Union Square, New York.

If you knew where you could be cured of Catarrh you would be happy. Write to Dr. Sykes Sure Cure Co., Caxton Bldg., Chicago, for their free book and testimonials.



C. G. WILCOX,
Pres. School Board, De Pere, Wis.



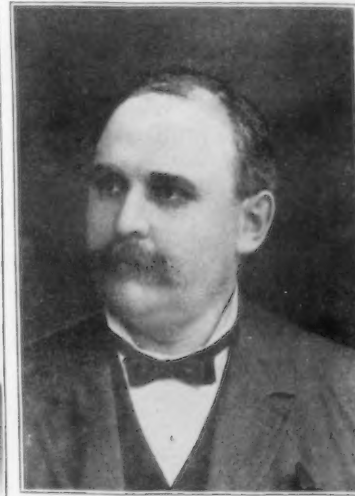
H. D. WEAVER,
Pres. Board of Edu., Leetonia, O.



JOHN T. HARRINGTON, Esq.,
Pres. Board of High School, Colusa, Cal.



GEORGE SUMMEY, D.D.,
Chairman of Edu., Clarksville, Tenn.



DR. C. H. WAGNER,
Pres. School Board, Faribault, Minn.



L. ROLLWAGE,
Pres. School Board, Forest City, Ark.



C. H. BOONE,
Pres. School Board, Montpelier, O.



JOHN H. WHITE, Esq.,
Pres. Board of Education, Albion, N. Y.



R. A. EDGERTON,
Pres. School Board, Little Rock, Ark.



S. D. DECKER, Esq.,
Pres. School Board, Guthrie, Oklahoma.

SUPPLIES AND EQUIPMENT.

Mast, Foos & Co., and the Rodgers Iron Company were awarded the contract to place fire escapes on school buildings by the Springfield, O., board of education.

The Relief Maps published by the Central School Supply of Chicago are meeting with an enormous sale.

Ontario, Cal. 150 yards of artificial slating furnished by Jas. Pedgrift, Los Angeles.

Among the gymnastic apparatus introduced into the Americus, Ga., schools are the "giant strides" manufactured by the Americus Iron Works and T. S. Green. They cost \$1.50 each and are highly recommended.

When you get ready to place your order for school inks write the Western School Ink Co., Winchester, Ind.

The Milwaukee School Board employ a supply clerk at \$60 per month.

The Alfred L. Robbins Co., of Chicago, announce that H. F. Fuller is no longer connected with the company. A well known eastern scientist will succeed him.

Joliet, Ill. Eleven school buildings have been supplied with the Stemple Fire Extinguishers.

Canton, Ill. John Bradles furnished the board with eleven fire extinguishers at \$5.50 a piece.

School Secretaries desiring to provide schools with good ink at medium prices should write to the Western School Ink Co., Winchester, Ind.

The lead and slate pencil sharpeners manufactured by Walter E. Sibley, Waltham, Mass., are noiseless and do their work quick and well. They are the most practical in the market.

The Fremont, Neb., board purchased six sets of relief maps at a cost of \$540 from Mr. Burr, a representative of the Central School Supply House of Chicago.

The Ashland, O., board purchased of E. E. Miller the set of relief maps published by the Central School Supply House of Chicago.

The Shalersville, O., board purchased nine arithmetical charts.

Indianapolis, Ind. The bid of H. Andrews & Co. for slate blackboard at 19 $\frac{3}{4}$ cents per foot was accepted.

Oakland, Cal. Bancroft & Co. was given the contract to furnish chemical apparatus for \$740.

Seattle, Wash. The board purchased machinery and material for the manual training department to the amount of \$500.

The city of New York school board, at a late meeting, decided to adopt the Rand-McNally maps for use in the schools under their charge. In this they followed the lead of such cities as Cincinnati, Louisville, Chicago, Omaha, and other important centers. The advance in the art of map engraving within the past few years has been phenomenal in this country, the highest award at Paris in 1889 and at Chicago in 1893 having been obtained by the above mentioned firm. The foreign exhibitors will have to improve their work and lower their prices to meet American competition, or they will be in danger of losing control of their home markets as they have already lost the market here.

The Toledo board of education purchased twenty-five sets of relief maps published by the Central School Supply House of Chicago.

The Chicago branch of the firm of Richards & Co., physical and chemical supplies, which burned out recently, will open shortly with a new stock of goods.

Muscatine, Ia., board purchased two dozen McGuffey's sixth readers for high school.

In a recent contest on the award of contracts for artificial slate it developed that it was not the lowest bidder who secured the contract, but that quality and price both were considered in the award. W. A. Olmsted, who was the second lowest bidder secured the contract. The firm also received the contract for blackboards for the new Walnut Hill high school at Cincinnati, also public

schools at Wheeling, W. Va., Pittsburg, Pa., Bridgeport, Ohio, Jeanette, Pa., and Norman, O. T.

The Burlington Venetian Blind Co., of Burlington, Vt., is now represented by W. A. Olmsted, of Chicago, which has received contracts to supply new school buildings in the following cities with venetian blinds: Rockford, Ill., Moline, Ill., Okla-City, O. T., Monticello, Ill., Lebanon, Ind., Lincoln, Neb., and several new school buildings in Chicago.

Eylar, Ill. The township board of education purchased a Kimball piano for the high school.

The new firm of Walmsley, Fuller & Co., physical and chemical apparatus and supplies, has been formed at Chicago with salesrooms and laboratories at 132-36 Wabash Ave. W. H. Walmsley, the senior member, was for some years connected with Queen & Co., of Philadelphia. He is well known by the educational public throughout the United States. Mr. Fuller has had charge of the Science department of the Alfred L. Robbins Co. The firm will have an exceptional equipment in every particular and starts out under the most favorable auspices. The equipment and stock will be large and complete and competent men placed at the head of its various departments.

St. Louis, Mo. The West Disinfection Co. secured the contract to furnish all the schools with disinfectant fluid at 75 cents per gallon.

Dayton, O. The board purchased two Smith-Premier typewriters and two Remington typewriters. \$30 was invested in spheres, cylinders, cones and pyramids for the drawing classes; also six sets each of Silver, Burdett & Co.'s "World and Its People."

There is a probability that the public schools of St. Louis, Mo., will soon be equipped with smoke consumers. The consumers which were installed in four of the schools some time ago have given perfect satisfaction.

SCHOOL FURNITURE.

Phenix, Ariz. Purchased 500 Regal desks of W. S. Pierce, Salt Lake City.

The cities of Indianapolis, Syracuse, Reading, Pa., Ansonia, Conn., Connellsville, Pa., contracted for school desks with the U. S. School Furniture Company.

R. M. Truax, announces in a circular letter his new movements. He has resigned his connections with the Haney School Furniture Co., and will henceforth represent the Grand Rapids Seating Co. in New York City.

The board of education of Salt Lake City, Utah, has contracted with the United States School Furniture Company for eight hundred Andrews desks.

Great Falls, Mont. The board awarded A. P. Curtin a contract to furnish 150 new desks.

Boone, Ia. The board awarded the United States School Furniture Co., a contract for the Burlington make desk.

Wausau, Wis. The contract to furnish teachers' desks in the new school building was awarded to Curtis & Yale Co.

Manchester, Mich. Contract was let to United States School Furniture Co., for the Rubberless Automatic seat by the school board.

Salt Lake City—A. H. Andrews & Co. was awarded the contract to furnish the furniture in the rooms to be occupied by the board of education.

Cheboygan, Mich. The board ordered additional seats from the Manitowoc Seating Co.

Detroit, Mich. The board at its last meeting checked up a batch of bills amounting to \$3,872.72. Among the items was \$1,548.30 for desks and seats purchased from the Manitowoc Seating Co. This is the purchase on which Davis and his fellow boodlers got into trouble.

The Luverne, Minn., board purchased of Harroun & Hawes new combination desks and seats for the new school building just completed.

McKeesport, Pa. The board let a contract to Office Specialty company to furnish furniture for a sixteen room school building.

Webster City, S. Dakota. M. A. Benjamin & Co., have been awarded the contract for furnishing 25 new school seats for the Webster school.

Oakland, Cal. G. H. Fuller Desk company was given the contract of furnishing drawing tables at \$12.50 each. Chairs at 72 $\frac{1}{2}$ cents each were ordered placed in the new assembly room of the high school.

Moline, Ill. Six firms had representatives present at the boards meeting to urge their claims, viz: The Bobrick School Furniture Co., Boston; Thos. Kane & Co., Chicago; Piqua School Furniture Co., Piqua, O.; U. S. School Furniture Co., Chicago; Manitowoc Seating Co., Manitowoc, Wis.; and Thos. Dunn & Son, of Moline. After a careful investigation of quality and price, it was decided to close contract with the Piqua firm, whose desk, which will have maple top and oak seat and back, while costing a trifle more than one of the others represented, but deemed it of sufficient superiority to justify its purchase. The furniture includes 445 desks, at a price of \$885.50.

Mt. Carmel, Pa. Daniel S. Boyer, representing the Piqua School Furniture Co., was awarded the contract for school desks.

Geo. S. Perry, of Boston, is perfecting a new adjustable school desk. It will be ready to be placed upon the market early in the year.

Memphis, Tenn. Awarded contract to Piqua School Furniture Co.

The Piqua School Furniture Co., of Piqua, Ohio, has recently filled orders for school furniture at the following points: Ohio: Columbus, Mansfield, Winchester, Brookville, Worthington, Jeffersonville, Bradner, Cadiz, Woodstock, Louisville, Circleville, Lebanon, Urbana, Troy, Fostoria, Bradford, Paulding, Bellefontaine and Lockbourne. Indiana: Terre Haute, Elwood, Monon, Fowler, Noblesville, Albany and Frankton. Pennsylvania: Bradford, Lykens, Mt. Carmel, West New Castle, Pittston, Brownsville, Montrose, Coylestown, Hastings, Osceola, Wilcox and Hugheston. New York: Elmira, Rome, Bainbridge, Prattsburg. Illinois: Lanark, Cairo, Moline, Sandwich, East St. Louis, Sullivan, Clinton, Aurora. Iowa: Albia, Osceola, Knoxville, Osage, Iama, Clinton, Emmetsburg, Prescott, West Side. Kentucky: Newport, Paducah, Mt. Vernon, Marion. Tennessee: Greenville, Knoxville College, Memphis, Lemoine Institute. Mississippi: Jackson and Meridian. Wisconsin: Madison and Appleton. Texas: Ennis, Franklin, Houston and Weatherford. Arkansas: Little Rock, Helena, Ft. Smith, Bentonville, and Bentonville college. Missouri: Hannibal and Clinton. Michigan: Wyandotte and Blissfield. Colorado: Ft. Collins, Louisville and Berthoud.

SCHOOL STATIONERY.

The Standard School and Practice Papers, manufactured by Smith & White Mfg. Co., of Holyoke, Mass., have proven themselves the best papers of their character on the market.

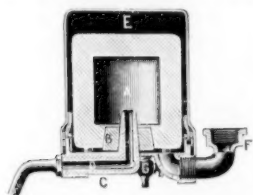
With their large factory and connections with the paper mills in Holyoke, this Company has been enabled to put special ruled papers on the market at lower prices than their competitors, and at the same time have given special care to the accuracy of their rulings and their suitability for school purposes.

Their line of folded papers, *i. e.*, note, letter and cap papers, covers all qualities. Their drawing papers have met with a large sale because of the correct finish given the surface for free hand and mechanical drawing. Their pads, tablets and composition books are also full value; in short, their line is complete with everything needed in school stationery.

The Smith & White Mfg. Co. market their goods through the jobbing house, and where the goods are not carried by jobbers can be had by addressing the factory office in Holyoke.

WATER FILTER FOR SCHOOLS.

Our attention was recently called to water filters made out of natural stone. Before placing the matter before school board officials and teachers, however, we have investigated the subject more fully and found the Graves Improved Natural Stone Filter not only the most serviceable but the most economical and durable.



This filter, cut of which we present herewith, is simple in construction, can easily be attached to a faucet and gives a rapid flow of clear, crystal like water. The stone serves for filtering purposes more readily and satisfactorily than any that has thus far been discovered. The case in which the stone is held is neat and simple, employing no vexatious mechanical appliances such as are usually attached to filters.

We recommend the use of the Graves filter for schools, offices, and homes. Address the Cream City Brass and Filter Works, Michigan and Milwaukee Sts., Milwaukee, Wis.

SCHOOL HOUSES PROTECTED.

Wire guards are being manufactured by the Toledo Wire & Iron Works for the protection of school houses against tramps and thieves. These guards are durable and serve their purpose well. Address Toledo Wire and Iron Works, 506 North Summit St., Toledo, O.

THE GREENWOOD INK WELLS.

The following testimonial from a recognized authority speaks convincingly:

WASHINGTON, D. C., Feb. 11, 1893.

We have used a large number of the Greenwood Perfect Ink Wells in our schools the current year. The ink wells have given very great satisfaction because of their great convenience, the absence of noise in their use, and the ease with which they are kept clean.

W. B. POWELL, Supt. Schools.

Half a million in use. We also manufacture a fine line of supplies. The quality and adaptability will please all concerned. Write to us. The Greenwood School Supply Co., 10-12-14-16 E. Boardman St., Youngstown, Ohio.

HEATING AND VENTILATING.

The Johnston system of heat regulation has been contracted for the Irving and Bryant schools at Duluth, Minn., and the Perkins school, Brockton, Mass.

The Peck-Williamson Heating and Ventilating Company, formerly known as The Bennett & Peck, Cincinnati, has been awarded heating and ventilat-

ing contract for both new school buildings at McKeesport, Pa., by the board of education.

The board of education at Vicksburg, Mass., have contracted with The Peck-Williamson Heating and Ventilating Company for heating, ventilating and dry closets in their high school building.

The school board at Perrysburg, O., after a most thorough investigation, have selected The Peck-Williamson Heating and Ventilating Company's system for heating, ventilating and sanitary work in the new high school.

The Powers Regulator Co. has opened a New England branch with offices at 45 Oliver St., Boston. Mr. Percy MacCallum is in charge.

The Peck-Williamson Heating and Ventilating Co., of Cincinnati, has been awarded contracts for the ventilation, heating and sanitary work in two new school buildings to be erected in Detroit.

The Cleveland School Council will give prizes of \$60, \$40, and \$25 to janitors making the most economical and satisfactory showing in heating school buildings.

The Peck-Williamson Heating and Ventilating Co., of Cincinnati, will equip the new high school at Forest City, Ark., with their system of heating and ventilation.

The Smead system was adopted by the Columbus, Wis., school board for their new school.

The Perrysburg, O., board selected the Peck-Williamson system for heating and ventilating their new high school.

The Auburn, N. Y., board contracted with the Joy Co. to place its system of heating and ventilating in their new school.

Smead & Northcott secured the contract of putting in their system of heating in the new school at Elmira, N. Y.

At Joliet, Ill., the second estimate of the Smead Warming and Ventilating Co. was approved and accepted.

The St. Louis board is giving the Sturtevant system a trial.

The Lima, O., board contracted with the Natural Gas Co. for fuel gas to heat the school buildings for \$2,000 per annum, and provided that in case the gas is insufficient the amount expended for extra fuel will be deducted from the Gas Co.'s bill.

Cohoes, N. Y. The committee to whom was referred the advisability of purchasing "Rex" fire extinguishers, recommended that the matter be deferred for the present as the financial condition of the board will not warrant the purchase.

The Detroit school board is considering the introduction of the Johnson system of heat regulation.

The Aged Woman's Home, an enterprise of the M. E. Church, at Covington, Ky., has been completed and occupied. The building is heated and ventilated by The Peck-Williamson Company's System, Cincinnati.

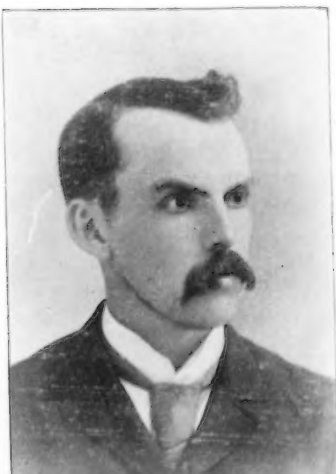
Clerk Goldenbogen submitted a report to the Cleveland board of education, showing the cost per 1,000 cubic feet for heating all the school houses in the city. Immediately after it was submitted Mr. Downie offered a resolution, which was subsequently adopted, directing the director to offer three prizes, first \$60, second \$40 and third \$25, to be given to the janitors showing the greatest saving in heating per 1,000 cubic feet over the figures contained in the clerk's report during the remainder of the current school year. The temperature of the school rooms is to be not higher than 72 degrees nor lower than 65. Then Mr. Downie quoted figures showing that the expense of heating is great. The cost per 1,000 cubic feet ranges from \$3.27 at the Central high down to 18 cents at the West Manual Training School, where stoves are used. Hot air is used at Central high. Hot water at Sterling costs 85 cents, and steam in the old part of Kentucky. The cost of steam heating is \$1,611.33, and furnace heating \$1,055.69, or an annual total of \$2,667.02 to keep the students warm. For anthracite coal, which is used in schools where the city is comparatively free from smoke, the expenditure is \$20,126.30, and for bituminous coal \$9,726.61, or a total of \$29,852.91 for coal alone. Repairs to steam plants last year cost \$1,932.38 and to furnaces about \$100. The number of cubic feet of air heated is 18,806,398. For anthracite coal heat the cost per room in an eighteen-room building is \$62.05, and for bituminous coal, under the same conditions, \$35.76.

Mr. Downie said he hoped to accomplish three purposes: First, to determine the merits of the various heating systems; second, to find the most economical fuel; and, third, to discover who are the faithful janitors.

The board of education at Johnston, Pa., never do things by halves. The two new school buildings and the five old buildings in this city have all been equipped during the present vacation with new heating, ventilating and closet apparatus. Contractors for this work are The Peck-Williamson Heating and Ventilating Company of Cincinnati.

The heating-ventilating system placed into the new high school building at Lancaster, Wis., has been thoroughly tested and found highly satisfactory. The system was put in by F. Richter & Son of Milwaukee, under whose instruction H. Pannbacker carried out the mechanical construction in creditable manner. It may be said to the credit of this firm that its agents and superintendents are reliable and capable. The building was planned by F. S. Allen. It contains 6 rooms, 2 halls, and is heated by the hot blast system.

The new residence of Mr. H. C. Goode, Sidney, O., which it is claimed will be, when completed, one of the finest residents in the State, is to be heated and ventilated by Peck-Williamson Company of Cincinnati.



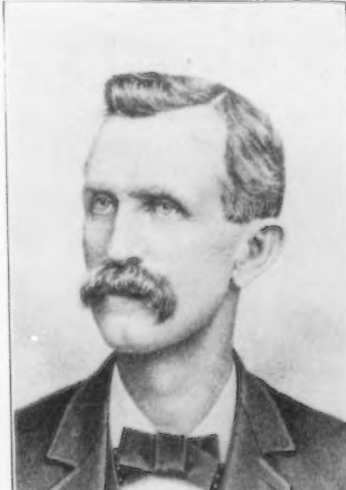
E. H. MOORE,
Supt. Hamblin Co., Russellville Tenn.



W. H. KANE,
Pres. B'd of Education, Ansonia, Ct.



JAMES C. SMILEY, M. D.,
Pres. School Board, Kewanee, Ill.



J. M. HOWELL,
Pres. School Board, Dallas, Tex.



G. W. ENSLEY,
Pres. Board of Education, Charlton, 18-



A FAMOUS DUEL.

During the educational meeting at Asbury Park last summer a bevy of school book men had gathered one evening in the hotel rooms of an "old timer" who is still in active service and securing adoptions as lively as the younger men.

The lateness of the hour seemed to increase rather than to diminish the good humor which prevailed. Anecdotes, famous contests, etc., had been gone over, when our old time book man bent forward as if he had more to tell.

"Did any of you fellows ever see a duel between two book men?"

"Yes, a duel of words" cried several.

"No, I mean a genuine duel. Well, gentlemen, I have, and its worth telling too", and here the old man warmed up and after taking another Apolinaris, began:

"It was in Missouri immediately after the war when a revival in school houses sprung up and every school board wanted a new history of the United States with a birdseye view of every battle. We had our hands full in trying to please every excited school board member. I represented a New York firm."

"Col. Ramsey, a big raw boned fellow, who had lost an arm in the war and who had been a schoolmaster or else a blacksmith before the war, represented a Cincinnati firm in a county contest on histories, while a rather delicate looking Private Somebody represented a Boston firm. During the contest the Boston man found occasion to criticize the Colonel's offensive manner and peculiar method, which the latter resented most emphatically. A war of words ensued during which the colonel dubbed his rival a coward and offered to fight a duel. The Boston man readily accepted, with the statement that "he was not afraid of a thousand colonels."

The chairman of the county school board was a Mr. Burton, who tried to adjust the difficulty, feeling as he did, friendly to both men. The controversy had narrowed down to a question of bravery. Both men were brave, everybody would admit. Why then have a duel?"

"Well, I'm determined to have it out. This Boston fellow is a coward," said the colonel.

"And I am willing to meet you. Choose your weapons."

"Well, now look here boys," said chairman Burton, good naturedly, since it's a question of bravery let me choose the weapons."

"Agreed," said both men in one breath.

"I then propose that each man sits on a keg of powder with a burning fuse attached. The man who dies gamest is the victor. Choose your seconds."

"No time was lost. Two kegs of powder were procured from a country store. The Boston man seated himself on one. He wrote a few lines on a sheet, handed it, together with a note book, to me with the request to forward same to his friends. He was pale but there was a determined look on his countenance which indicated that he could not flinch in the eyes of those present.

The Colonel also mounted his keg. He looked disgusted. The fuses were attached and lighted. Every one held his breath. In a moment two lives would be blown to eternity simply to demonstrate their individual bravery. The Colonel at first looked at the burning fuse, when to our surprise, with a terrific leap, he run away. "It was a case of come off or go off" interjected one of the agents.

The Boston man watched this astounding proceeding with considerable satisfaction and a bitter

smile curled his colorless lips. The fuse under his keg had burned but to his surprise there was no report."

The chairman now arose. "Boys," said he, "one of these kegs is filled with onions and the other with beans instead of powder. The Boston man is the hero of the hour."

The Colonel fled the county and was never seen in those parts again. The Boston man got a liberal share of the adoptions, while I got the balance."

When the laughter had subsided, one of the younger book men asked: "Is this really a true story?"

"Why of course it is. Would I tell it if it was not?"

Among Publishers and Agents

Henry T. Little, of the firm of Peckham, Little & Co., 56 Reade Street, New York city, is a member of the Grand Jury appointed to take up important matters, including the now notorious police force charges.

The new agent who represents the Werner Co. in Illinois, is named Lively—and an appropriate name at that.

Hugh Foresman has severed his connection with Silver, Burdett & Co., and entered the firm of Albert, Scott & Co., of Chicago, as a partner. Mr. Foresman is known as a bright and active book man who is successful. He will travel in the interest of the firm.

Mr. Dumbreck, agent for the Prang Educational Co., was at one time "schoolmaster" in England.

Among the book men in attendance at the School Board Convention, Aurora, were Geo. A. Bacon, F. M. Kendall of Allyn & Bacon, E. R. Smith of Ginn & Co., Maj. Cheney of G. & C. Merriam Co.; L. G. Lively of the Werner Co.; Harry Wilson, F. F. Ainsworth, W. T. Newkirk, Wm. S. Mack and Mr. Dumbreck.

Firestone Was Acquitted.

Some time ago a man named J. G. Bucher of Orbisonia, Pa., brought a suit against L. G. Firestone and Andrew D. Meloy, agents for the Werner Co., upon the ground of alleged violation of the act requiring foreign corporations to register in the state of Pennsylvania before doing any business. It turned out to be a case of blackmail. The prosecutor was ordered to pay all the costs of the suit and the two book men were honorably discharged.

The Oregon Book Contest.

The text book battle in Oregon has reached an exciting stage. An attack has been made upon the American Book Co. by one Thomas N. Strong of the Portland committee on One Hundred, which is bitter indeed. The American Book Co. has answered the attack in a lengthy article signed by all the officials of that company reviewing its organization, business methods and general scope. The result of the contest will be known in January.



L. G. FIRESTONE,
Agent The Werner Co., for Pennsylvania.



Text Books vs. Modern Novels.

Maid: Here is a copy of the new Sampson reader left by Mr. Bookman. He would like you to examine it critically and send your opinion of it.

Teacher:—How kind of him? I think it is just a lovely book and will write him so at once. I will look at it next vacation. In the meantime get me Zola's "Wood and Won." I am just dying to read it."

Daniel H. Kochersberger.

Eleven years ago Mr. Kochersberger united with his brother, H. L. Kochersberger, in organizing the People's Publishing Company, Chicago, capitalized at \$100,000, and became its secretary and treasurer. In July, 1891, the company was merged into the R. S. Peale Publishing Company capitalized at \$1,000,000, and in 1893 the Peale Company became the Werner Publishing Company with a capital of \$3,500,000. Of this great company, the largest of its kind in the country, employing in the various branches of its business some 3,000 people, Mr. Daniel H. Kochersberger is the vice president. His business education has always been in the financial end and it is still to those duties that he devotes himself. This circumstance equips him admirably for the discharge of the office of County treasurer of Cook Co., for which he has been elected.

Joke on Russell.

At a recent meeting of the Chicago Board of Education W. S. Russell, of Harper & Bros., was an attendant and watched intently the lively proceedings which characterize this board.

During a lull in the proceedings Russell sought a word with W. H. Beebe, one of the most active members of the board, and with whom he was acquainted. Beebe had always treated Russell since he had first met him most cordially, and usually greeted the tall and handsome book man with some good natured remark.

It so happens that Beebe has his double—a somewhat coarser grained man—an employe of the board. Taken at a cursory glance, there is a resemblance between the two men. Russell met the employe among those who usually stand about at the meeting and supposing it to be Beebe asked



DANIEL H. KOCHERSBERGER,
Vice President of the Werner Co.

him for some information on board matters, when he received an answer, which was at once distant and ceremonious.

Russell felt chagrined at this reception and walked away puzzled and wilted. A friend who stood near at hand and who knew the cause of Russell's discomfiture remarked:

"Russell, among all these board members Beebe is about the cleverest lot all by himself. Is he not?"

"Well, hardly", replied Russell, "he can change into an iceberg quicker than any man I ever knew. He expands and shrinks like a pair of bellows."

When the board adjourned, Mr. Beebe, who had been quietly at his desk during the entire proceeding, briskly walked through the crowd which left the room. Russell saw him and at once realized his mistake. There was the cordial, warm hearted Beebe as big as life.

Russell wanted to apologize at once to somebody but didn't know to whom. When he reached the Victoria Hotel to retire for the night, he simply kicked himself into bed.

An Unfortunate Experiment.

German Professor (who has hypnotized a student): "Now, Gentlemen, I will demonstrate to you the wonderful and mysterious phenomenon of suggestion. You will observe that my subject, your colleague here, will act promptly upon every suggestion that I make, imagining them to be real. Now, attention. I will introduce myself as his tailor, present this book as a bill for \$25, and he will promptly pay it. (Turning to hypnotized student): "I am your tailor." Student—"Yes, sir." Professor—"Here is your bill; please pay it."



The hypnotized student jumps up, collars the professor and hustles him out of the door.

A school director down in Kansas while visiting his school recently, when asked for remarks by the teacher said: "Children, I'm glad to see that you have ciphered clear through 'rithmetic beginning at addition, and going through subtraction, perdition, admonition, jurisdiction, hallucination, derivation, creation and amputation. You went through the 'rithmetic like the late cyclone went through Cowley county, you made clean shuckin' as you went. I'm much obleeged to you for your attention during my predatory remarks."

Foreign Humor.

Lehrer:—"Nix, wozu hat man wohl die Augen?"

Nix:—"Damit man sehen kann."

Lehrer:—"Und wozu die Nase?"

Nix (sich befinnend):—"Zu Füssen."

Le Progrès de Communisme. Un inspecteur du service de l'hygiène publique, chargé d'une tournée à travers les établissements d'instruction secondaire de province, visite le collège de —.

"Si j'en crois mes notes," dit-il à l'économe, vous avez ici de l'eau détestable, véhicule fatal d'une bonne épidémie. Prenez-vous quelques mesures de précaution?"

"Mon Dieu, oui nous la filtrons."

"Ce n'est pas suffisant: il faut la faire bouillir."

"Bien, monsieur l'inspecteur. Même pour les élèves?"

"Assurément."

Alors l'économe, levant les bras au ciel, "Même pour les élèves! Mais, monsieur l'inspecteur, je vous le demande, quelle opération fera-t-on subir à l'eau que boit M. le principal?"—*Le Masque de Fer.*

Lehrerin, die bei der Erklärung des Stabreimes denselben durch Beispiele zu erläutern suchte: "Ergänzen Sie einmal den Tag: Das Schiff ging unter mit Mann und —" — Schülerin, einfallend: "Maus." — Lehrerin: "Nun ferner: Wir Mädchen lieben Sammt und —" — Schülerin: "—sonders."

La Pierre des Bavards.—Sur la façade latérale de l'hôtel de ville de Mulhouse est suspendue une pierre qui a nom: "Klapperstein," en français: "Pierre des bavards." Sur la pierre est une inscription en allemand, dont voici la traduction:—

On m'appelle la pierre des bavards,
Bien connue des mauvaises langues;
Qui est d'humeur querelleux et médisant
Sera contraint de me porter par la ville.

Cette pierre, qui a servi pour la dernière fois en 1781, était une pénalité contre les excès de langue. Elle servait souvent et il ne se passait pas de semaine sans que quelque homme ou femme ne fût condamné à transporter le lourd fardeau à travers les rues de Mulhouse.—*Tribune de Genève.*

Lehrer:—"Wie viel Stunden hat der Tag?"

Schüler:—"25."

"25! Wie so denn?"

"Nun, Sie sagten ja vorhin, daß der Tag jetzt schon eine Stunde zugenommen hat."

After Another Holiday.

A. S. Trude, Esq., who is president of the Chicago board of education, has had many callers who had "views to express" on the question of holidays in the schools. One of these callers recently, having waited several hours for his turn, was invited in by the great barrister, who is better known to-day than any lawyer in Chicago.

"What can I do for you?" asked Mr. Trude.

"I tot I'd come and see yeez 'bout de holidays in de schools."

"Well, you are the ninety-seventh to-day. However, what is your objection to holidays?"

"Me objection?"

"Yes, what have you to say against holidays?"

"No objection at all. I wanted to see if yeez

would throw in another one, but in me place we don't have holidays when we want thim. Dey do us no good at all, at all. Dere is won day that we would lik to have so as the children could enjoi it wid de family."

"What day do you want?"

"Bock beer day. Ef yeez could give us that wan day out of school sure we'd be willin' to sind the kids all the other days in the week, inclood-ing the Farth of Juli. But bock beer do be the first day in the year for plaisir, Misther Trood for de old wimmen and de kids."

"Well," said Mr.

Trude, "your request is not so much further out of the way than some others, and may conclude to recommend it."

"Ah, that's a foine man ye air, and it will be remimberin' yeez that we will whin the day do be coming."



"BUT BOCK BEER DO BE THE FIRST DAY IN THE YEAR FOR PLAISURE."

Humor in the School Room.

Teacher: "Why was Solomon the wisest man in the world?"

Boy:—"He had so many wives to advise him."

Teacher:—"Well that is not the answer in the book, but you may go up ahead."

In a district school the pupils were asked to define a bee line. A small boy answered: "I know! It's the line a feller makes fer home when a bee stings him."

Teacher:—"You may tell us, Georgie, how many fingers Rob has altogether."

Georgie:—"I can't."

Teacher:—"Can you count up to twenty?"

Georgie:—"Yes, but maybe he's played with fire-crackers lots of times."

A teacher asked a boy to explain, if he could, the difference between animal instinct and human intelligence. It was a pretty hard question, but the boy was equal to it. "If we had instinct," he said, "we should know everything we needed to without learning it; but we've got reason, and so we have to study ourselves 'most blind or be a fool."

Kindergarten teacher:—"Jimmy, Why do you believe that Santa Claus comes down the chimney to get into the house, why don't he come through the window?"

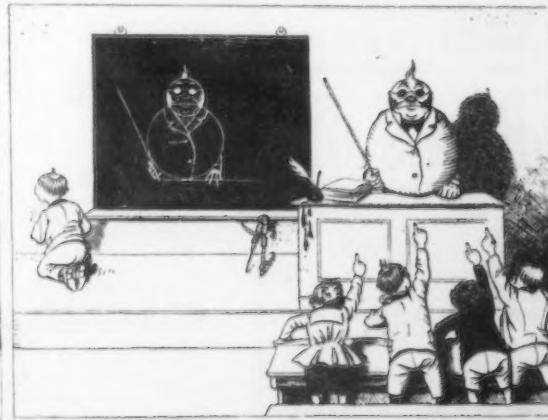
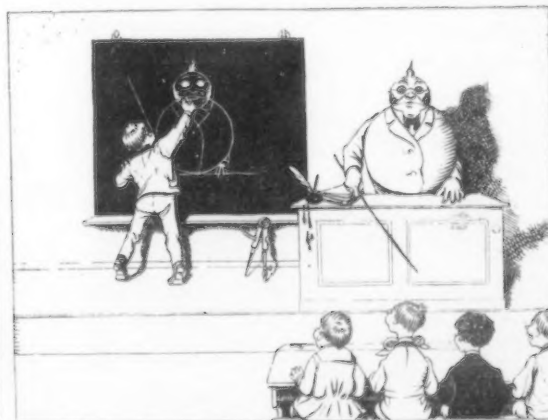
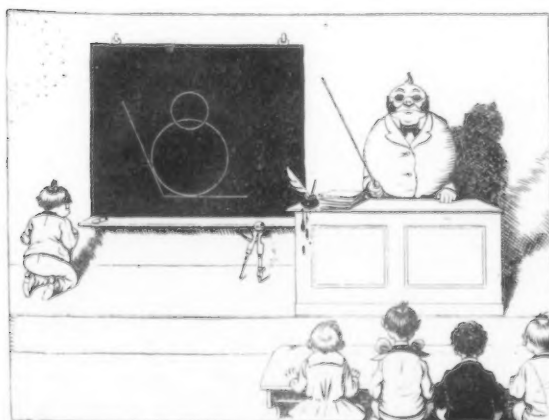
Jimmy:—"Because it soots him better."

Professor: (lecturing to his class).—"The ancient Greeks built no roofs over their theaters," said the professor.

"What did the ancient Greeks do when it rained?" asked Johnny Fizzletop.

The professor took off his spectacles, polished them with his handkerchief, and replied calmly: "They got wet, I suppose."

CLASS IN MATHEMATICS.



Teacher: We have here two circles; who can tell me what this geometrical figure means?

Pupils:—It means our teacher.

BOOK REVIEWS.

ARITHMETIC BY GRADES. By John T. Prince, Ph. D. Series of eight books. By mail, each, 25 cents. Teachers' Manual, to accompany above set, by mail, 90 cents. Ginn & Co.

This series is designed to meet the wants of pupils in all grades of public school work. The separation of teachers' and pupils' work and of the latter into books for each grade, means a decided saving of time and money.

The books contain nothing superfluous. A subject is not finished and dismissed. It comes up again and again. A pupil is thus made to meet the same topic at different times and, in the language of curves, contact of high order is assured. The problems are numerous, many of them were given by men engaged in practical matters.

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Book I. numbers from 1 to 20. For use of pupils of first or second school year and designed to accompany and follow teaching by objects.

Book II. numbers from 1 to 100. For second or third school year. The author has endeavored to furnish illustrations of the operations on, and relations of, numbers, and to present by easy grades numerical operations so they may be understood and performed independently by the pupil.

Book III. Integers to 1,000,000, Fractional Parts of Numbers, U.S. Money, Common Weights and Measures. The use of bundles of splints is suggested and drawing in explanation of required processes is advised.

Book IV. Whole Numbers Unlimited, Common Fractions to Twelfths, Decimal Fractions to Thousandths, Measurements, Business Transactions, Denominate Numbers. For the first time the pupil is brought to deal with figures independent of objects. Disks are used in teaching common fractions to twelfths. Card board cut into strips and squares is to be used to give ideas of relations and operations of decimals.

Book V. Common and Decimal Fractions, Mensuration Denominate Numbers, Business Transactions. Fractions are continued, mensuration is carried to the measuring of all polygons and of rectangular solids.

Book VI. Mensuration, Denominate Numbers, Metric System, Percentage and Simple Applications, Business Transactions and Accounts. At the end of the book is a set of problems that might be used in connection with other studies.

Book VII. Profit and Loss, Commission, Insurance, Taxes, Duties, Interest, Banking Stocks and Bonds, Exchange, Business Accounts, Geometrical Exercises, Measurements, Ratio and Proportion. In preceding books, rules and definitions have not been called for and not much analysis and explanation required. Now all are to be used and insisted upon. Appended are problems that may be used in connection with elementary science lessons.

Book VIII. Miscellaneous Questions involving the making of definitions, rules and formulas. Algebraic Exercises, Involution and Evolution, Exercises in Geometry and Mensuration, Bookkeeping.

The exercises in algebra lead to the solution of simple equations arising from problems too difficult for arithmetical treatment. The work in geometry is practical.

The manual has sections for each book of the pupils' set. Some very helpful suggestions are given. Indeed, the book is a thoroughly practical work on pedagogy which no teacher can use without a decided gain of power. W. B. H.

SYSTEMATIC SCIENCE TEACHING. By Edward Gardner Howe. D. Appleton & Co. Price \$1.50.

Vol. XXVII. in the International Education Series, edited by Hon. Wm. T. Harris, LL.D., U. S. Commissioner of Education. The editor, in a scholarly preface, points out the value of such a work. Most of the books on elementary science teaching confine themselves to some one field, ignoring others, and often giving only vague directions. This is a manual of inductive elementary work for all instructors. The subjects treated in order are the stars and earth, minerals and rocks, plants, and animals. The first twelve pages

are taken up by a chart, showing the work of each year, the relations of the different steps to each other, and suggestions as to how science is related to other work. The work covers nine years and is presented in its minute details. The most obvious features are first presented, and later and repeatedly the subjects are again presented in the "spiral" course of study, each later presentation leading to closer, more minute and more extended observation and study. While there are other elementary treatises on some one branch, this treats of all the natural and physical sciences, and systematically. It is remarkable how much is presented on all the subjects treated, not fencing off one science from the others but all the branches in one comprehensive science, leading to right methods of study, and to a correct classification of observed facts. Particular specimens are examined with the greatest care, with statements, questions and suggestive comments put together with skill and tact. Not all of science is taught here, but the manner of instruction is such that the learner will make a right beginning, creating a love for scientific research. W. H. B.

AN ELEMENTARY CHEMISTRY. By George Rantoul White, A. M., Boston. Ginn & Co.

A work on chemistry without a bewildering array of symbols and illustrations is new. The book is arranged in three parts. Parts one and two consist of 48 experiments, covering the chemical elements; and part three is an extremely interesting history of chemistry, from the time of Aristotle to the present, with some discussion of the theories of the present day. Each experiment is fully described, and suggestive questions are inserted just at the right point. Chemical reactions are to be shown by diagrams which the student is required to draw. Each experiment is arranged to teach some particular doctrine and the student must use his powers of observation to attain the information. Much skill and good judgment are shown in helping the student to help himself.

In the discussion of modern theories, the author returns to the experimental method and succeeds in developing the nomenclature of chemistry with a reasonableness as welcome as it is uncommon. W. E. McL.

GEOMETRY FOR GRAMMAR SCHOOLS. By E. Hunt, LL. D. Price 25 cents. D. C. Heath & Co.

The author thinks that pupils should be introduced to geometrical thinking before they reach the formal study of geometry in the High School. His book consists of a number of easy lessons in plain and solid geometry and some that are harder. There is an abundance of easy questions and problems. To us it seems a mistake to cover so much of the subject. A grammar-school pupil will hardly be prepared to appreciate the statement that a tangent is a line drawn thro' two consecutive points of a curve and shows the direction of the curve; or for a definition of the linear eccentricity of an ellipse.

The text is without diagrams, Dr. Hunt holding that the pupil should draw the figures for himself. W. B. H.

A HISTORY OF ENGLISH LITERATURE. For secondary schools. By J. Logie Robertson, M. A. First English Master Edinburg Ladies' College. Harper & Brothers. Price \$1.25.

This book treats of the subject in six periods, commencing with the Anglo-Saxon invasion of 449, the successive periods ending with the conquest, 1066, the death of Chaucer, 1400, the appearance of Spenser, 1580, the restoration, 1660; the French revolution 1789, and the present time. It gives a historical outline of each period as an introduction to the literature of the period, biographical sketches of the principal authors, short selections from the poets, and brief notices of the less noted writers. Chronological lists of writers and their works are quite full and complete. The book is so arranged, that it can be used for two courses of study if desired. It gives little more than the history and growth of literature for the use of lower schools, leaving to higher schools and greater maturity the more extended and critical study of literature itself. The best known American writers are noticed.

The book contains abundant material in the use of which teachers can exercise their discretion. W. H. B.

PRACTICAL LESSONS IN FRACTIONS. By Florence N. Sioane. Price 40 cents. D. C. Heath & Co.

Part I. of this book is for the teacher and comprises twenty pages of direction and suggestion. Part II. contains drawings, numerical exercises and problems. The author would have pupils cut circles out of paper and divide them into parts for use in illustrating work in fractions. The plan of choosing some object as a unit and then of taking its parts is one that every teacher will hit upon. The circle, however, seems a happy choice for a unit, for by its use a pupil can readily grasp the idea of a part growing toward and becoming unity. This use of the circle to represent parts of unity strongly reminds a reader of its use in plotting the roots of unity in more advanced work. W. B. H.

SCHOOL HISTORY OF THE UNITED STATES. By Edward S. Ellis, A. M. Chicago: The Werner Company. Price, \$1.00.

A revised edition of a good text book. It does not claim to give all that is necessary to be learned in our history. It gives the outlines and most important facts briefly, but in a clear style without digression in the shape of anecdotes or personal incidents. The arrangement is good, and the proportions of space given to different periods and topics is judicious. Attention is given to inventions, literature and the progress of the people as well as to the affairs of state. The history proper occupies 266 pages, followed by nearly 100 pages of appendix, containing the declaration of independence, the constitution, tabulated facts and statistics, about 40 pages of questions, a chronological summary, topical analyses, lists of subjects for composition and discussion, and a list of books for additional reading. The book is well adapted to interest pupils and lead them to further study. The chronological summary is valuable, and the topical analysis are excellent. A few errors in dates occur. John Brown should be placed in 1859 instead of 1860. The battle of Antietam was on the 17th instead of the 15th of September. Gen. Grant did not ride about Richmond with President Lincoln, but was at that time in pursuit of Lee. The cost of the preparations for the Columbian Exposition is given at \$50,000,000. Rand & McNally's hand book which is considered an authority, gives the total cost as about \$22,000,000. In mechanical execution—paper, print, engravings and binding—the book is excellent. W. H. B.

Ginn & Company have published **FACTORS IN ORGANIC EVOLUTION**, a Syllabus of a Course of Elementary Lectures Delivered in Leland Stanford Junior University, by David Starr Jordan, President of the University. Price, by mail, postpaid, \$1.50.

THE ROMAN PRONUNCIATION OF LATIN. By Francis E. Lord, Professor in Wellesley College, Boston. Ginn & Co.

To the teacher of Latin this is a useful little book. It contains but sixty pages in which the reasons for the Roman method are set forth. Wherever the authority of a Latin writer can be found, his dictum is quoted, together with the opinions of the English scholars of the present day. The conclusions of Prof. Lord are in substantial agreement with those of others except in the vexed case of consonant *u*, in which the *v*-sound is preferred to the sound of *u* which is more commonly used. C. E. McL.

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The New Geography is new in the sense that its point of view is essentially human. It discards old methods of dealing exclusively with hard facts and dry details; and presents, instead, a study of human life under the varied conditions of existence imposed by the different regions of the earth. Its words and sentences convey living ideals; so that the child is enabled to sail around the world in the sea of his imagination. Thus are fulfilled the two essential phases of the study of geography—the human and the imaginative. The purpose of the book is to present an outline sketch, suggestive and stimulating, and it is intended as a Reader to supplement the regular work of the teacher and class. Maps and illustrations, 182 pp. Cloth. Retail price, \$1.00.

Firth's Stories of Old Greece.

This book contains seventeen Greek myths adapted for reading in intermediate grades. One purpose is to lay a foundation for future understanding of the beautiful in art and literature. Illustrated, 108 pp. Paper, introduction price, 30 c. Cloth, Retail price, 75 c.

Prof. James Baldwin, author of the "Book Lover." These stories have been written with an intelligent appreciation of the educative value of myths.

Thomas's History of the United States.

Essentially a history of the Constitution, although the period of the Discovery and Colonization is described with sufficient fullness to show clearly the origins of the people and of their institutions. Maps and authentic illustrations. 532 pages. Cloth. Introduction price, \$1.12.

Samuel Willard, Teacher of History, West Division High School, Chicago, Ill. The most readable history of our country that I have ever taken in hand. The style is simple, smooth, and wonderfully pleasant, while the matters told of are well selected. Still more noticeable is the temperance of statement and the judicial impartiality of the author and his suggestions of important political and social questions.

Hunt's Geometry in the Grammar School.

The definitions and elementary concepts are to be taught concretely, by much measuring, by the making of models and diagram, by the pupil, as suggested by the text or by his own invention. Boards. 99 pp. Introduction price, 30 cents.

A. K. Whitcomb, Supt. of Schools, Lowell, Mass.: My inspection of the book makes me think the author has given us a suitable text book for grammar schools.

Johnson's Lessons in the Art and Practice of Needlework.

This is a text book which explains needlework from its rudiments, and gives, with over one hundred illustrations, full directions for leading pupils from the simpler steps of the art through six years of well graded work. 117 pages, Boards, Introduction price, 60c.

Miss Mary A. Spear, recently Principal of Model School, West Chester State Normal School, Pa.: It will not only fit a girl to do such work as will really present itself in her home life, but it will give such exercises for her hands, eyes, and mind as will increase her power to think, and to express thought. It will help her to form habits of order, exactness and perseverance.

D. C. HEATH & CO., Publishers, Boston, New York, Chicago.

THE FIRST LATIN BOOK. By William C. Collar, A. M., and M. Grant Daniel, A. M., Boston. Ginn & Co.

Of late there have been many books of this kind published—some good and some otherwise. This is a good one. The tendency of late has been to make beginners' books with a special object; as to prepare for reading Nepos or Caesar, or to sugarcoat the difficulties of the Latin language. To us this seems a mistake, and we are glad to note that this book begins honestly with the first declension and ends with the Gerund and Gerundive, and prepares the student to read Latin. The only thing presumed is that the student wishes to learn. The noun, adjective and verb are taken up in regular order, and abundant exercises for drill are provided. Selections from Latin prose are included and a vocabulary which make a complete first-year book. We are sorry the "Colloquia" were not omitted.

C. E. McL.

MAKERS OF OUR COUNTRY. By Edward S. Ellis, A. M. John E. Potter & Co.

Biographical sketches of about twenty men eminent in American history—discoverers, explorers, inventors, soldiers, and statesmen. The book is illustrated, and is intended to interest younger pupils in history by giving the personal character and acts of those who have made history.

W. H. B.

MAYNARD'S GERMAN AND FRENCH TEXT BOOKS. Maynard, Merrill & Co.

A series of books for beginners in the study of these languages. They include some of the most entertaining of classical and modern stories, such as Ulysses and the Cyclops, the Sleeping Beauty. They are carefully edited, with vocabularies and indexes. They vary from 60 to 100 pages, substantial in bound in cloth and at prices from 20 to 40 cents.

W. H. B.

AN INTRODUCTION TO THE STUDY OF SOCIETY. By Albion W. Small, Ph. D., and Geo. E. Vincent. American Book Co.

The careful reading of this book would cure a great many of the ills that society thinks it labors under. We do not mean that the authors have found a panacea for human woes but they have cleared away so much of the rubbish with which so-called sociologists have cumbered their brains, that a thoughtful study of it will prepare the way for a sane beginning. The teaching of the book is that Sociology is a constructive science, not a destructive one; that the usages of society exist under law which has grown with the body politic. Society is to be approached by legal remedies and without a comprehension of this fact, no change of existing institutions is possible, unless by civil strife and bloodshed.

The book is strictly scientific in its treatment and does not enter into a discussion of "burning questions". But he who reads will gain an adequate idea of what the thing called "Society" is, and that is what must precede intelligent discussion of social problems. The work is divided into five books, which treat separately of the Origin and Scope of Sociology; the Natural History of Society, including its origin and growth, etc. The book is illustrated with some unique maps, and each chapter concludes with a list of subjects to be investigated—some subjects being partially analyzed. Although intended for a college text book, it is not by any means devoid of interest to the general reader. The authors do not attempt to go over the ground covered by Herbert Spencer. Spencer's book is rather a description of the mental attitude in which the study of sociology is to be approached, while Profs. Small and Vincent have collected the material to be wrought upon. The two books may profitably go together.

C. E. McL.

PHYSICAL LABORATORY MANUAL. By H. N. Chute, M. S. D. C. Heath & Co. Price, 80 cents.

The author, recognizing the fact that teachers of science frequently are unable, for want of time, to exercise constant oversight in the laboratory, has tried to give directions so complete that the student can perform the experiments without constant supervision. His book satisfactorily presents a series of experiments which do not require expensive apparatus. There may be a difference of opinion as to whether high school pupils should read beforehand about the work to be done in the laboratory. If the student knows what the result should be, that result is usually obtained. It is believed that experiments should be made without any prejudice as to the result.

G. A. C.

ALGEBRA SELF-TAUGHT. By W. P. Higgs, M. A., D. Sc., A. I. C. E. London. E. & F. N. Spon.

The aim of this booklet is to make the rules of algebra analysis so clear as to be evident to people of ordinary intelligence without further explanation. In the compass of 93 pages, the author includes many topics that are comprehended in complete treatises on the subject. It is only necessary to say that, upon one who had no previous acquaintance with algebra, the reading of this book would produce mental paralysis. The writer is doubtless a man of learning, but he has so far lost the point of view of a beginner in the science, that his explanations would have no more enlightening effect than the mind of a tyro than would a lecture on Greek Art impress the cerebrum of a Hottentot.

C. E. McL.

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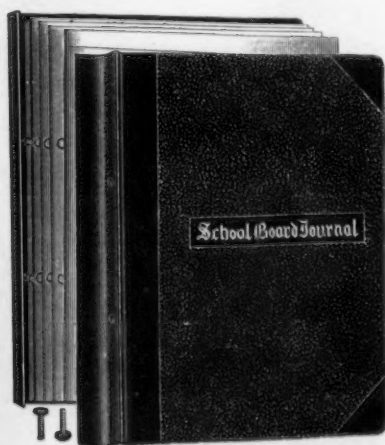
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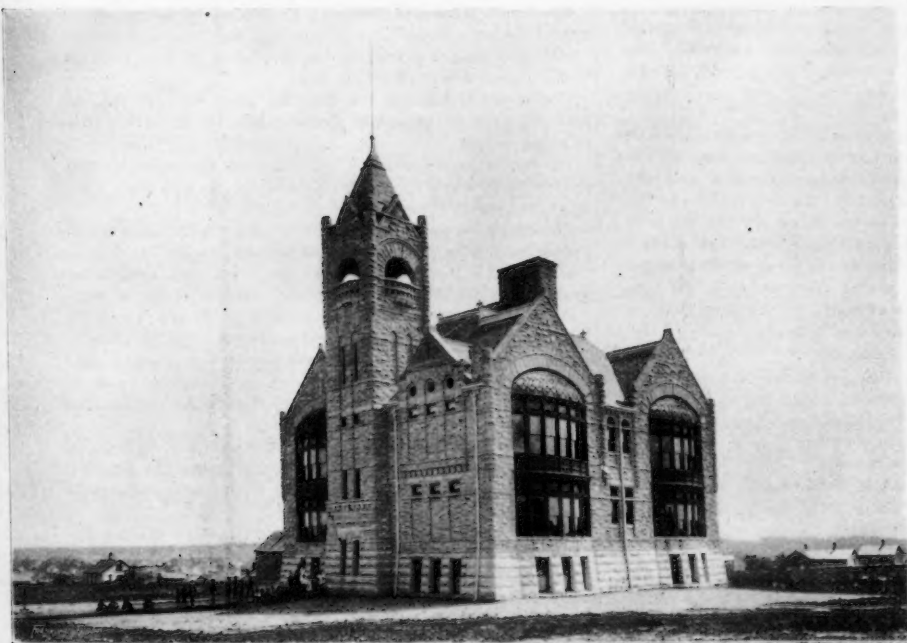
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RULES OF PROCEEDING AND DEBATE. By Luther S. Cushing. Revised by Edmund L. Cushing, Boston. Thompson, Brown & Co.

This manual is so well known as to need little more than a passing notice in its revised form. It has been a standard in parliamentary practice for half a century. The page is unbroken by notes and well printed. C. E. McL.

FREYTAG'S TECHNIQUE OF THE DRAMA. An authorized translation by E. J. MacEwan, M. A.

Dr. Gustav Freytag's great work, "The Technique of the Drama," is an historical and philosophical exposition of dramatic composition and art, treating of the general principles governing the structure of plays, the creation of characters, and the rules of acting. It is of special value to teachers and students of literature and language, discussing as it does the principal dramas of Sophocles, Shakespeare, Lessing, Goethe and Schiller.

Prof. A. V. Williams Jackson, Columbia College: "I am very glad to hear of your translation of Freytag's 'Technique of the Drama.' Certainly such a work is a desideratum. I have used the original German work with my classes and have frequently called attention to it in my public lectures. Its English dress the work will certainly be welcome."

Prof. E. M. Brown, University of Cincinnati: "I wish to assure you of my satisfaction in knowing that Freytag's valuable work on the 'Technique of the Drama' is to be published by you in translation. I have had frequent need to refer students to the German edition, which they find hard to use. There should be a steady demand for this work."

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One of the characters in Rudyard Kipling's American story, "A Walking Delegate," in the Christmas Century, is "Muldoon," a New York car-horse. "On de Belt," says Muldoon, "we don't reckon no horse worth his keep 'less he kin switch de car off de track, run her round on de cobbles, and dump 'er in ag'in ahead o' de truck what's blockin' him."

"In the Days of Jeanne d'Arc" is the name of Mrs. Catherwood's new novel now nearly completed for the Century Magazine. Mrs. Catherwood has just returned from France, where she has spent months studying the literature of the subject, visiting the scenes of the heroine's life, and working upon the manuscript of her book. The novel is to be brilliantly illustrated, the Franco-American Castaigne having undertaken the work. Castaigne is a profound admirer of the great Jeanne, and familiar with the theater of her deeds.

The Christmas number of Harper's Magazine comes in a cover printed in colors from a special design, and is unusually strong in artistic features. More than one hundred pictures, signed by well known names, illustrate its stories, poems, and general articles.

The first chapters of Thomas Hardy's latest novel, "The Simpletons," appear in the December Harper's. So far as they show the author's intention, they indicate a purpose to write the history of a man in the sense which Thackeray professed in his preface to "Pendennis." That Mr. Hardy's view is very unlike Thackeray's goes without saying. He is a realist—the realist in contemporary British fiction; and Jude Fawley is not more unlike Pen than are the methods of their authors. Nevertheless there is a vital bond between the two heroes—a bond of intense human interest, and of that clear discernment of character with which only the great novelists have been equipped.

The Country Club has reached its present high development with a rapidity as truly American as the institution itself. Caspar W. Whitney, in the December Harper's Magazine, describes the Club as it appears in the suburban regions near New York, Boston and Philadelphia, and in California. The article is superbly illustrated with eight full-page pictures by such artists as Smedley, Remington, Thulstrup, and Frost.

Six short stories appear in the December Harper's, making the number of complete one-part tales published in that Magazine during 1894 sixty. This has been done, too, in a year when readers of Harper's have had for their delight "The Golden House," Charles Dudley Warner's latest novel, and the peerless "Tribby."

BOOKS RECEIVED.

Danish Grammar by P. Groth. Published by D. C. Heath & Co., Boston, Mass. Price \$1.00.

In Bird Land by Leander S. Keyser. Published by A. S. McClurg & Co., Chicago, Ill. Price \$1.25.

Wales Abroad and Talks About Them by Wm. H. Smith. Published by A. Flanagan, Chicago, Ill.

Text Book of Dynamics by Wm. Briggs, M. A. Published by the University Correspondence College Press.

Little Ike Temple and other stories by Richard Malcolm Johnston. Published by Lothrop Publishing Co., Boston, Mass. Price \$1.00.

Otto's Inspiration by Mary H. Ford. Published by S. C. Griggs & Co., Chicago, Ill.

Vocal Music for Primary Grades by E. R. Van Derveer. Published by J. L. Hammett, Boston, Mass. Price 50 cents.

Curiosities of Latitude and Longitude by E. R. E. Cowell. Published by Thomas Charles Co., Chicago, Ill.

The Wild Flowers of America. Published by G. H. Buek & Co. New York, N. Y.

The Children's Second Reader, by Ellen M. Cyr. Published by Ginn & Co., Boston, Mass.

Animal Life by Florence Bass. Published by Ginn & Co., Boston, Mass. Price 35 cents.

Intelligent Spelling. Published by James Pott & Co., New York, Price 50 cents.

Fables and Rhymes for Beginners by J. G. and T. E. Thompson. Published by Ginn & Co., Boston, Mass.

Algebra Self-Taught by W. P. Higgs, M. A. Published by Spon and Chamberlain, New York. Price 60 cents.

The Werner Mental Arithmetic by Albert N. Raub. Published by the Werner Co., New York.

Elementary Biology by E. R. Boyer, A. B. Published by D. C. Heath & Co., Boston, Mass. Price 80 cents.

School History of the United States, by Edward S. Ellis, A. M. Revised, published by the Werner Co., Chicago, Ill.

Systematic Science Teaching, by Edward Gardiner Howe. Published by D. Appleton & Co., New York. Price \$1.50

Valle's Vertical Writing Copy Books, by E. O. Valle, Publisher, Oak Park, Chicago, Ill.

School English, by George P. Butler. Published by the American Book Company, New York.

Manual of Chemistry, by Storer and Lindsay. Published by the American Book Company, New York.

The Religion of the Future, by Rev. S. Well. Published by the Arena Publishing Co. Boston, Mass. Price 50 Cents.

The Book of the Fair. Published by the Bancroft Co., Chicago, Ill. Price \$1.00.

Plokee and Her people, by Theodora R. Jenness. Published by the Lothrop Publishing Co., Boston, Mass. Price \$1.50.

The Jerome Banners comprising the Rest Banner, Joy Banner, Every Day Banner and What Will the Violets be? By Irene E. Jerome. Published by Lee & Shepard, Boston, Mass. Price 50 cents each.

First Latin Book, by Wm. Collar and M. G. Daniel. Published by Ginn & Co., Boston, Mass.

Elementary Chemistry, by G. R. White. Published by Ginn & Co., Boston.

English Literature, by J. L. Robertson, M. A. Published by Harper & Bros., New York, N. Y.

An Introduction to the Study of Society, by Small & Vincent. Published by the American Book Co., New York.

Devices for Teaching Music in Primary Grades, by Miss E. R. VanDerveer. Published by J. L. Hammett, Boston, Mass. Price 50 cents per set.

A set of thirteen cardboard staffs and cards together with a number of notes, sharps, flats, etc., comprise the device. The child can place the musical characters upon the blank staff in their proper position and thus aid materially the study of music. Instructors in music in the public schools throughout the United States endorse the device as being practical and ingenious.

The training of the mind by means of the senses operated upon, by the use of the ear and the eye, the one the medium by which the real things of music become known and the other the avenue through which knowledge is obtained of the signs used to represent these invisible things, is the natural or normal method of presenting and developing the subject of music. As a device in establishing the signs of the musical notation after the mind has become familiar with the meanings of music, and as something which will have an element of interest to the child, I believe this little plan of Miss VanDerveer's will prove to be quite valuable.

Introduction to English fiction by W. E. Simonds. Published by D. C. Heath & Co., Boston. Price, \$1.

Contributions to the question of reform of the principal ship system in the public schools of cities, by F. W. Dodel. Published by the author. Price 10 cents.

The Great Composers by Hezekiah Butterworth. Published by Lothrop Publishing Co. Price \$1.

Difficult Modern French by Albert Leune. Published by Ginn & Co., Boston, Mass.

Elementary Algebra by Thos. K. Brown. Published by the Werner Company, New York, N. Y.

Julius Caesar by Richard Grant White. Published by Houghton, Mifflin & Co., Boston, Mass.

Tales from Shakespeare by Charles and Mary Lamb. Published by Houghton, Mifflin & Co., Boston, Mass.

Tales from Shakespeare, part II., by Chas. and Mary Lamb. Published by Houghton, Mifflin & Co., Boston, Mass.

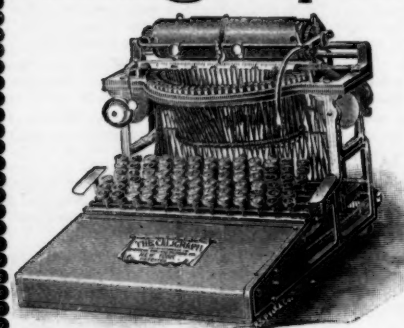
Tales from Shakespeare, part III., by Chas. and Mary Lamb. Published by Houghton, Mifflin & Co., Boston, Mass.

Shorter Course in Civil Government by Calvin Townsend. Published by the American Book Co., New York, N. Y.

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MAGAZINES RECEIVED.

Educational Review by Nicholas Murray Butler. Published by Henry Holt & Co., New York, N. Y. Price \$3.00 per annum.

The Forum by Walter H. Page. Published by the Forum Publishing Co., New York, N. Y. Price \$3.00 per annum.

The Arena for November by B. O. Flower. Published by the Arena Publishing Co., Boston, Mass. Price \$5.00 per annum.

The Forum for October, by Walter H. Page. Price \$3.00 per year. Published by the Forum Publishing Co., New York.

The North American Review for October, by Lloyd Bryce. Price \$5.00 per annum.

McClure's Magazine for October, published by S. S. McClure, New York. Price 15 cents per copy.

The Review of Reviews for October, published by the Review of Reviews Company, London and New York. Price \$2.50 per annum.

The Educational Review for October, by Nicholas Murray Butler. Published by Henry Holt & Co., New York. Price \$3.00 per year.

The Arena for October, by B. O. Flower. Published by the Arena Publishing Co. Price \$5.00 per annum.

Lippincott's Monthly Magazine for November. Published by J. L. Lippincott Co., Philadelphia. Price 25 cents per copy.

McClure's Magazine for November, published by S. S. McClure New York, N. Y. Price 15 cents per copy.

North American Review by Lloyd Bryce, New York, N. Y.

Physical Exercises and their Beneficial Influences by F. A. Schmidt. Published by the North American Gymnastics Union.

Lippincott's Monthly Magazine for December. Published by J. B. Lippincott Co., Philadelphia, Pa. Price 25 cents.

Harpers Magazine for December. Published by Harper & Brothers.

Century Magazine for December. Published by the Century Company.

The Forum for December by Walter H. Page. Published by the Forum Publishing Co., New York, N. Y. Price \$3.00 per year.

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GOLD MEDALS FOR THE CALIGRAPH.

The Caligraph Typewriter has recently added two important gold medals to its long list of awards. It received the only gold medal awarded to typewriters at the Exposition recently held at Antwerp. It was also awarded the first gold medal at the Lyons Exposition.

Descriptive literature can be had by addressing the American Writing Machine Company, Hartford, Conn.

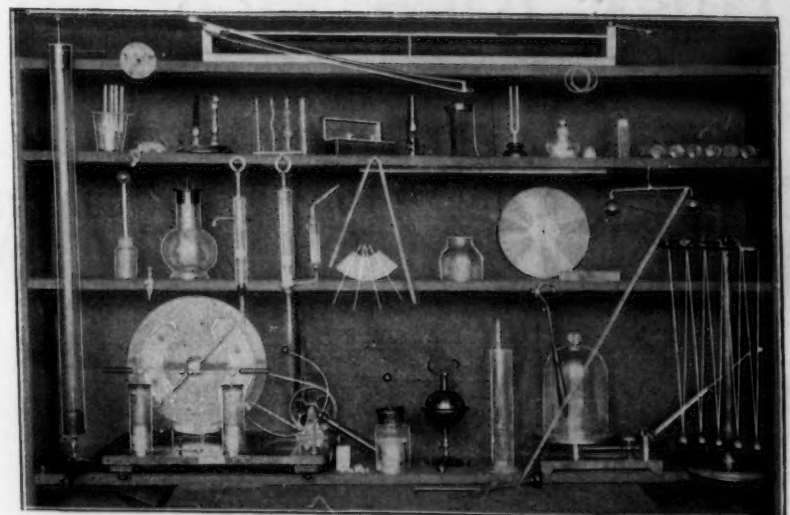
The Buffalo school board has been urged to provide a truant school.

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IN LUCK CERTAIN

After trying to sell books, pictures and wringers, and nearly every contrivance imaginable, I became discouraged and thought there was no chance for a poor man to earn a living. There was nothing to do on the farm, and I could not get a job in town, when I happened to see how a teacher made moneyselling platers and thought I would try my luck. I bought a \$5 Lightning Plater from H. F. Delno & Co., Columbus, Ohio, and from that day my luck seemed to change. I carried the plater from house to house and plated knives, forks and spoons, right before the folks, and it is surprising how many want their things plated. I made \$3.70 the first day, and in one week \$28. I can plate with nickle, silver or gold. The work is fine, my customers are pleased and I am happy. I hope some other fellow, who is down on his luck, will see this and do as I have done and get up in the world. WM. EVANS.



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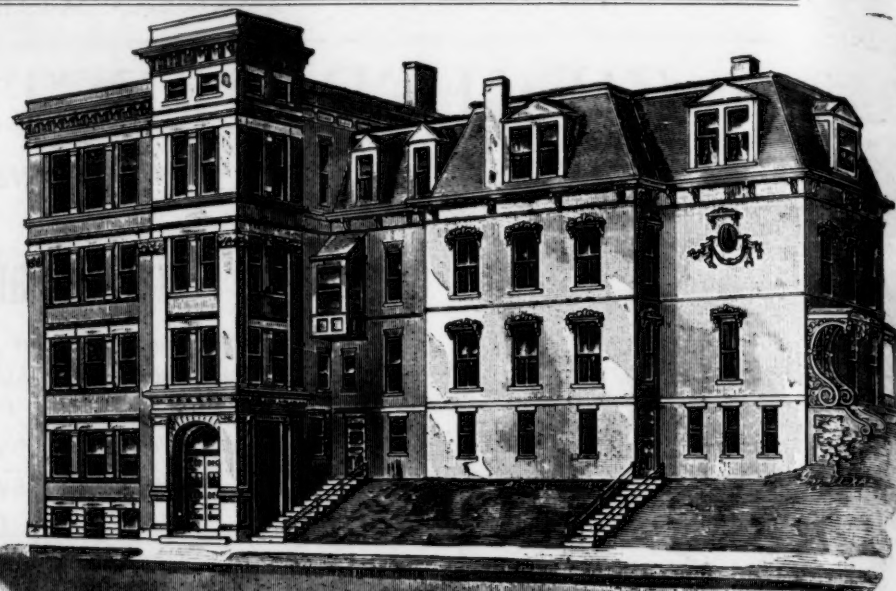
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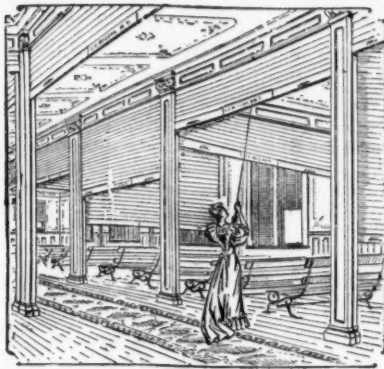
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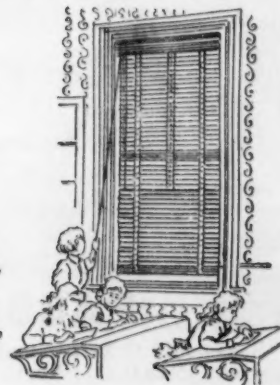
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SCHOOL FURNITURE.

St. Paul. Contract 800 school desks awarded to P. J. Murphy, of Minneapolis, for U. S. School Furniture Co.

The Pacific School Furniture Company, through their representative J. W. Dumas, secured the contract of furnishing seats from the Fresno, Cal., board of education.

The Moline, Ill., board awarded the contract for book cases, tables, laboratory case, benches, etc., of the high school building to Morrison Bros. W. A. Olmstead of Chicago has been given the contract to supply Venetian blinds at 10 $\frac{3}{4}$ cents a square foot.

SCHOOL BOARD ITEMS.

The Boston school board will furnish the high school pupils with ten cent lunches, providing a large cup of soup, chowder, milk, or chocolate, or a plate of hash or beans with bread and butter, or sandwiches. A piece of gingerbread, a bun or buns, or cookies, or one or more apples, an orange or a banana in season will be added. Hot chocolate, milk, chowder, or soup, with some one of the other articles of food, will be furnished for five cents.

The New York Board of Education will, in view of the State legislation to be enacted the coming season and the administration of the new reform mayor, Mr. Strong, undergo some radical changes. The terms of the present members will expire soon and new appointments will have to be made.

STATE SUPERINTENDENT CHANGES.

North Dakota. Laura J. Eisenhuth will be succeeded by Miss Emma F. Bates, of Valley City

Arizona. The State superintendent is appointed by the Governor. F. J. Netherton is now the superintendent.

Indiana. D. M. Geeting of Madison, was elected and will take charge of the office March 15th next.

Louisiana. A. D. La Fargue's term expires May 12th, 1896.

HEATING AND VENTILATION.

In the case of the Johnson Electric Service company against Hugo A. Reuss an order has been made by Judge Seaman, of Milwaukee, making the Power's Regulating Company of Chicago a party defendant. The suit was commenced by the Johnson company some time ago to enjoin the defendant from continuing in the alleged infringement of patents held by the company.

The new home of the Milwaukee school board, the city hall, will be equipped with the Johnson System of heat regulation.

The Johnson Heat Regulator will be placed in the new Campbell School of Detroit, Mich.

NEW ADOPTIONS.

The Barnes series of text are to be introduced, not only in the Marcy, Ia., schools, but in all of the schools of the county.

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Springfield, Mass. Furneaux's animal physiology; Montgomery's Leading facts of English History; Dickens' Christmas Carol.

The general offices of the American Writing Machine Company have been removed from Hartford, Connecticut, to 237 Broadway, New York city.



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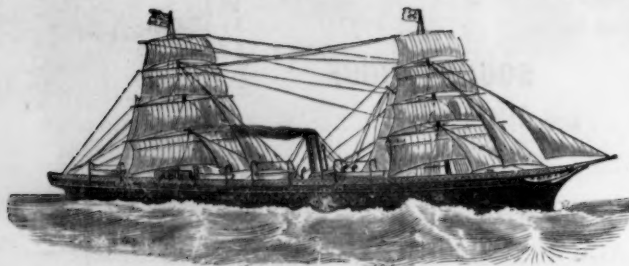


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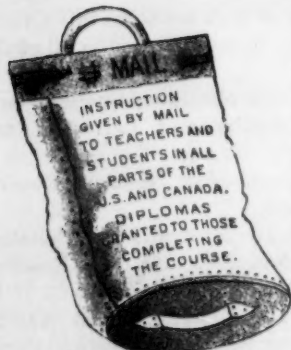
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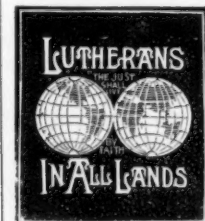
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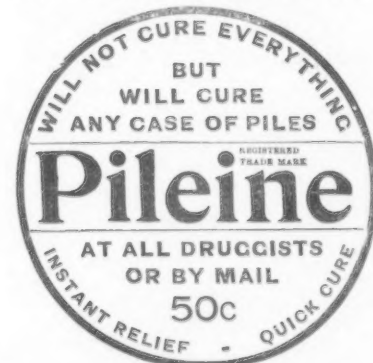
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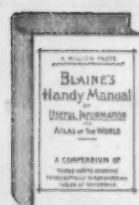
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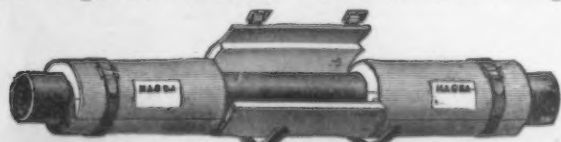
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